

Proceedings  
OF THE  
FORTY-SIXTH ANNUAL  
CONVENTION  
OF THE  
Middle States Association of  
Colleges and Secondary  
Schools  
**1932**

*Held at*

HADDON HALL, ATLANTIC CITY  
FRIDAY AND SATURDAY  
NOVEMBER 25 and 26, 1932



PUBLISHED BY THE ASSOCIATION

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*The next convention of the Association will be held at  
Atlantic City, N. J., on the Friday and Saturday following  
Thanksgiving, 1933.*



General

Gift

The Association  
5-9-1933

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## MORNING SESSION

Friday, November 25th

DR. RICHARD MOTT GUMMERE, President of the Association, in the Chair.

### SIGNIFICANT FINDINGS OF THE NATIONAL SURVEY OF SECONDARY EDUCATION

CARL A. JESSEN, Specialist in Secondary Education,  
Department of the Interior

#### *A Study of Noteworthy Practices.*

Due to your acquaintance with the National Survey of Secondary Education, I shall not spend much time with preliminary explanations. You are interested primarily in findings and it is to findings of the Survey that I shall principally address myself.

I wish, however, at the outset to call attention to a policy which has dominated our procedures, namely, to study outstanding as distinct from ordinary practices in the schools. I find that lack of understanding of the Survey is more often due to inadequate realization of this policy than to any other one cause.

Early in the considerations of our directional and consultant staff (of which your own Dean Russell, Dr. Meredith, and Dr. Norton were members), it was determined that the Survey should go out to uncover the unusual, the innovational, the extraordinary, and the outstanding. We were not interested primarily in ascertaining what were the average or the ordinary practices. At times it was necessary to secure information regarding status in order that we might establish a point of departure for the study of the schools having noteworthy procedures. However, in the large majority of our projects we found that investigations already made had contributed adequate information regarding status, and that we could move our starting point ahead to begin immediately with the study of schools exhibiting especially promising programs. Consequently we bent our energies, first, to finding, through as many avenues as possible, the schools which were doing the most significant things in education; and, second, to studying these schools intensively through questionnaire and visitation for the purpose of learning what they were doing and how they were doing it.

We are aware, of course, that we have not gathered information regarding all the outstanding practices existing in secondary schools throughout the United States. Despite our most careful search for significant practices it is almost inevitable that some truly worthwhile procedures should escape our observation. Furthermore, limitations of time and money made it necessary frequently to omit from consideration schools which, as nearly as we could judge, were doing work similar to what was carried on in one or more other schools included in our studies. It is not our belief that all noteworthy practices are described in our reports. It is our conviction that those described are noteworthy.

#### *Reorganization.*

One group of our studies deals with the subject of reorganization in secondary education. Our inquiries here concerned the various types of reorganized schools such as junior high schools, senior high schools, undivided five- or six-year schools, and schools of the junior-senior type involving five or six years of work, but having a more or less well-defined division into lower and upper sections. The inquiry concerned also the extent and growth of the junior college and the innovational reorganization plans developed in Pasadena, Compton, and Ventura, California; Kansas City, Missouri; Salt Lake City, Utah, and Tulsa, Oklahoma.

You may be interested in knowing that careful analysis made for the entire United States during the school year, 1929-1930, revealed that about one-third of all pupils enrolled in grades 7-12 that year were registered in reorganized schools, that is, schools which had in some way deviated from the conventional organization of an elementary course of seven or eight years' duration, followed by a four-year high-school course. The exact percentages were 67.9 of the enrollment in conventional schools, 32.1 in reorganized schools. Registrations in reorganized schools of pupils in grades 10-12 runs rather uniformly to approximately 35 per cent. In the seventh and eighth grades it is 27.1 and 28.6 per cent respectively. It is highest in the ninth grade, 37.8 per cent.

In connection with this study there was developed a method for scoring high-school organization. The scoring system took into account the following nine major features of organization: (1) admission and promotion of pupils; (2) organization of instruction, which includes such factors as size of classes, length of

school sessions, use of standardized tests, and provisions for individual differences; (3) scope and arrangement of the program of studies; (4) scope and arrangement of the extracurriculum program; (5) provisions for educational and vocational guidance; (6) articulation with other units; (7) the teaching staff; (8) arrangements for supervision of instruction; and (9) housing and equipment. Through an extensive inquiry form, data on these nine major features were secured for 588 schools, 506 of these being reorganized and the remaining 82 being elementary schools and four-year high schools of the unreorganized type.

Application of the scoring technique to the data secured from these unreorganized schools yielded interesting results. The typical school falls far short of what the proponents of reorganization say should be done in reorganized schools. This is true of both junior and senior high schools although the statement is more relevant to the senior high school. Practice in reorganized schools probably more nearly approaches the ideals set up by educational theory in the field of the extracurriculum than in any other of the nine major features of organization. In guidance, testing, and provisions for the needs of brighter pupils the lag of practice behind theory is especially pronounced.

The unreorganized schools scored lower than the reorganized ones. The situation is summarized in the report as follows:

"With due allowance for the limitations of the present study, it seems fair to conclude that reorganization has been attended in most schools by at least some increase in the provisions for articulation between the upper high-school unit and the preceding school unit, in the arrangements for systematic educational and vocational guidance, in the flexibility and perhaps also the comprehensiveness of the program of studies, in systematic attention to the development of extracurriculum activities, and in the qualifications of teachers in the lower secondary school grades. Reorganization seems also to have resulted in smaller class-enrollments and somewhat longer class-periods in the seventh and eighth grades, and in more systematic attention to the improvement of the curriculum by teachers of these grades.

"Against these presumable gains is to be set an apparent loss in the usual provisions for articulation between the sixth

and seventh grades, and in the qualifications of teachers in the upper grades. There may have been a slight loss also in the flexibility of admission requirements to the seventh grade.

"Considered as a whole, the differences seem definitely to favor the reorganized school. Though, in the typical school, reorganization has not accomplished all that has been hoped from it, it has in all probability resulted in numerous changes likely to contribute to more effective instruction."

In making comparisons among reorganized schools of various types it was found necessary to compare schools of approximately equivalent sizes. The factor of size proved to be highly important. In general the large schools scored higher than the small schools regardless of type. With the size factor kept approximately constant comparisons were instituted between the three most frequently found types of reorganized schools, namely, junior high schools, senior high schools, and junior-senior schools. These three types were scored, first, for comprehensiveness of organization, by which we mean the *number* of arrangements made within the nine major features of organization; and, second, for consistency of organization, that is, the balance maintained among the nine features in order that a well-rounded school might result instead of one which scored very high on two or three features and very low on the others. When the scores for the three types were compared it was found that the junior-senior schools scored higher on both comprehensiveness and consistency of organization than did the segregated junior and senior schools.

In drawing conclusions from this finding one must bear in mind that great variety exists in individual schools of the various types. Numerous cases exist of segregated schools of both junior and senior types which score higher than junior-senior schools. On the basis of the findings by groups the following conclusions may be ventured:

1. In cases where there are fewer than 1,000 pupils in grades 7-12 a single junior-senior high school is likely to serve educational purposes better than two schools, one junior and one senior. If two high schools are desired, one junior and one senior are likely to be preferable to two junior-senior schools.

2. In cases where the number of pupils in grades 7-12 approaches 2,000 it is, according to these findings, still best to have a single junior-senior high school. If two schools are desired, they should both be junior-senior schools.

*School Libraries.*

The Survey investigation of school libraries was limited definitely to schools displaying outstanding library service. Returns on the inquiry form were received from 390 schools. Forty-four of the schools were visited and their library service studied in greater detail.

Among the many significant phases of the investigation of libraries I have selected for special comment that of library-study hall relationship. Five schools of every six studied have their study halls and libraries separated from one another. Less than one-tenth have their libraries in the study hall. The remainder have various other situations, a number of them reporting a plan by which the library and the study hall are connected by a door or passageway. Principals and librarians in schools having these three dominant plans were asked to indicate their opinions regarding the plans followed. Principals are equally favorable to the library-study hall all in one and to the entire separation of library and study hall. Their preference is decidedly for the connecting-door plan. Librarians are generally negative on the library-study hall plan, are favorable to having library and study hall separated, and prefer the connecting door plan. In the aggregate, opinion of administrators and librarians working with the three plans favors the connecting-door plan as best, and the separated library and study hall as second in desirability. The library-study hall is a poor third, principally because of the negative view taken of it by librarians.

In order to secure more light on the merit of the various arrangements, reactions were secured from pupils in schools visited. More than 17,000 pupils in 24 schools filled in reports stating the manner in which they had used the library on the day before the visit took place. Unfortunately in none of the schools selected was the connecting-door plan found to be working without certain interferences which invalidated its representativeness of this type of arrangement. It is astonishing that so few schools

follow this plan and allow it to work freely. The evidence on the other two plans conclusively shows that pupils use library materials much more generally in schools having the library and study hall in one than in schools which have the library and study hall separated. The ratio of use is almost 2 to 1 in favor of the library-study hall plan. How the connecting-door plan would have rated is an open question. The evidence indicates, however, that the separation of library from study halls existing in five-sixths of these selected schools is not conducive to the widest use of the library by pupils.

Readers of the report will find descriptions of many interesting services and devices reported by librarians or observed in the schools visited. Some of these are, of course, of common occurrence, such as, library bulletin boards, shelves for reserved books, and circulation of books to classrooms; but there are included also numerous more or less innovational procedures. I am referring here to such practices as the use of the school paper and principal's bulletin for library notes; the placing of display cases of books outside the library where pupils will see them; the making available to teachers and pupils collections of visual materials, victrola records, and autographed books; the special collection of books to commemorate the birthdays of famous men; exhibits of book jackets, book posters, maps, and the like. In many schools the library is a true center of instruction, not merely a place where a pupil may go to withdraw a needed book or to read a magazine.

#### *Articulation Between High School and College.*

In the investigation of articulation between high school and college data were gathered on requirements for admission to college, means of adaptation subsequent to admission, and plans for improvement of articulation.

The 523 colleges, universities, teachers colleges, and normal schools reported a total of 36 different criteria used for admitting students to college. Some of these are of such nature that institutions will admit students on the basis of meeting one single criterion. For instance, in 63 per cent of the institutions a pupil may enter if he can present a satisfactory high-school transcript of studies. In the Middle Atlantic Region exactly one-half of the institutions replying will admit students on this basis alone, while 30 per cent will admit on college entrance board examinations as

a single means of admission. New England is the only section in which the entrance examination outranks the high-school transcript as a single requirement for admission.

Admission by criteria used in combinations is a more frequent practice than admission on the basis of criteria used singly. Attempt at classification of such combinations is futile due to the great variation in the combinations used. The basis for this statement will appear when I mention that the leading combination (which, by the way, includes only two criteria, namely, high-school diploma and transcript of high-school credits) was used in less than two dozen institutions throughout the nation.

The number of entrance units required in specified subjects vary widely. The range in specified requirements runs all the way from none at all in some institutions to specification by other institutions of nearly all the 15 units usually required for admission. The average specified requirement in the United States as a whole is 9.76 units. In the Middle Atlantic region it is ten and a half units, of which approximately six are in English and foreign languages. In recent years the tendency has been to decrease subject requirements in foreign language and mathematics and to increase them in English and social studies.

Respondents were asked to indicate the conditions which hindered improvement in articulation and the measures their institutions were taking to promote closer articulation with secondary schools. The four obstacles most frequently mentioned had to do with the lack of effective guidance work either in the secondary schools or the colleges. The devices most often used for the improvement of articulation related to co-operation with State departments of public instruction or educational associations acting as accrediting agencies. Not until one comes well down the list of devices does one find any suggestion of direct co-operation between colleges and secondary schools in attacking problems of articulation.

#### *The Health Program.*

One group of studies deals with the health situation in secondary schools. More or less separate but carefully integrated studies were made of health service, physical education, intramural athletics, and interscholastic athletics. Dr. P. Roy Brammell was in immediate charge of all four phases of the investiga-

tion. After noting Dr. Brammell's comment that "if any of the five regions is outstanding in this work, it is without doubt the Middle Atlantic region," I am the more convinced that you consider these as sufficiently interesting and important subjects to merit brief consideration in this discussion.

Junior high schools are the outstanding units in health work. This may be partly because these schools are so often located in cities where the importance and need of health work are felt most keenly and where the facilities for carrying it on are more readily available than in rural sections. Partly it may be due to the newness both of the junior high school and of health work; nearly two-thirds of the schools responding state that health work was started after 1924. Partly it may be due to the age of the pupils enrolled. Whatever the reasons, it is entirely apparent that the junior high schools excel in the frequency with which registration in health courses is required of all pupils, in the extent and regularity of co-operation between the home and the school, in the amount of supervision given to health work, in provisions for clinical and corrective work, in the distribution of milk at school, and in provisions for safety such as frequent fire drills and establishment of safety patrols.

In the field of physical education it is observed that the courses are more frequently required in the grades of the junior high school than later in the course. The time given is usually two periods per week although there is quite a sprinkling of schools in this selected group which assign a period a day to the subject. Obviously the time reserved for physical education in the school day is too restricted for achieving the objective of fostering free play and developing healthful games and physical activities which will become so habitual as to carry over into later life. Consequently we find that these selected schools not only substitute during the physical education period a program of games for much of the calisthenic and formal drill of an earlier day, but also supplement the regular required physical education work with extensive provisions for athletics, gymnastics, organized activities (for instance, "organized," "recess"), corrective physical education, and, less frequently, military drill.

Intramural athletics are especially strong in these schools selected because of their programs for health and physical education. Eighty per cent of them report intramural activities. This

percentage reaches 93 in junior high schools. The person who is statistically inclined may be interested in noting that only 70 per cent of the schools cited to the Survey as having noteworthy programs for interscholastic athletics reported that they had also intramural athletics. Furthermore it happened occasionally in these schools last mentioned that intramural athletics became largely a proving ground for selection and development of material for school athletic teams. All told 44 different sports for boys and 48 for girls were enumerated by our respondents; there apparently is no dearth of games suitable for girls. Basketball is the leading sport reported for both boys and girls. An interesting fact is that football ranks lower as an intramural sport in large schools than in smaller ones. The schools report that golf, tennis, swimming, handball, dodge ball, and volley ball have longer seasons and attract more pupils into participation than sports which do not have equal carry-over value for adult life. It is also hopeful to learn that large schools are taking the lead in fostering intramural sports which have carry-over value.

I come next to the fourth member of this quartette—interscholastic athletics. Some one remarked a few years ago that athletic contests hold about the same relationship to education that bullfights hold to agriculture. Our investigation revealed some evidence that this observation is not entirely unjustified. We found all too many illustrations of participation restricted to comparatively few pupils, of extravagant expenditure, of financing entirely through gate receipts and consequent undue importance attached to winning teams, of influences exerted by the press and sometimes by alumni to remove or impair complete control of athletics by the school authorities, of unsportsmanlike conduct by spectators, of inducements being offered high-school athletes by business or professional men or other individuals to attend certain higher institutions, of severe injury to players and other indications of failure to heed the health motive, of stress being placed on sports which have little carry-over value for adult life, and of other evidences that emphasis was misplaced or too extreme. Ample proof was found in this study, as in many others, that there is a seamy side to athletics.

There is, however, another and a brighter side on which I wish to comment. The larger schools are showing a tendency toward competition in athletic sports which have carry-over value;

this is true of both intramural and interscholastic athletics. The movement is more and more away from the idea of State championships and toward smaller competing areas. Interscholastic competitions for girls are being abandoned by an ever-increasing proportion of high schools; the tendency here is to substitute other games and activities for strenuous competitive sports. Ninety per cent of the coaches are regularly employed members of the faculty. In more than one-half of these selected schools the director of physical education has control of interscholastic athletics. Codes of sportsmanship for spectators as well as players are being adopted and are having their effect. Finally, the schools are reporting that in recent years, especially since 1928, there have been fewer cases of financial solicitation of high-school athletes to attend higher institutions which are eager to put winning athletic teams in the field.

There are numerous indications in these selected schools that the programs for health and physical activities are being drawn into a closely knit relationship. The data are impressive in the extent to which the work in physical education and health is integrated. More than three-fifths of the schools studied reported that physical education teachers were doing health work, more than two-thirds that physical education teachers were giving instruction in health, and nearly one-fourth that definite courses in health are taught by physical education instructors. Generally directors of physical education direct also the intramural program. Intramural and health programs are correlated in three-fourths of the schools which have both programs. Less frequently is careful correlation effected with interscholastic athletics although, as already reported, half of these schools have placed the director of physical education in charge of interscholastic athletics. Physical and health activities are present as integral units in the school of today; and they are destined to form an integrated unit in the school of tomorrow.

#### *The Curriculum.*

One of the most comprehensive of our projects deals with the curriculum. Included in it is a study of procedures in curriculum making for the past five years reported to us by 162 cities and schools. Another study comprises a number of investigations of programs of studies followed in schools of various types and

at different times. Here also will be found separate investigations of courses of study and teaching procedures in English, mathematics, science, social studies, foreign languages, music, and art. Subjects having more directly vocational flavor are included in the project on specialized and comprehensive high schools. In the aggregate approximately one-fifth of the final report is given to the curriculum.

### *The Survey Report.*

Obviously it has been impossible to touch any except the high points of a few of the studies in this brief presentation. This has been true of the studies which have been discussed. It is equally true in that there are a number of studies which have not even been mentioned.

The report of the Survey will be issued in 28 monographs. Each monograph will be bound separately. There is no provision for issuance of survey findings in one complete volume.

Announcements giving time of issuance of monographs will appear from month to month in *School Life*, official journal of the Office of Education. Orders may be placed with the Superintendent of Documents, Government Printing Office, Washington, D. C. In ordering specify Office of Education, Bulletin, 1932, No. 17, together with monograph numbers.

The list (with prices) is as follows:

### *Monograph No.*

- 1—Summary. 15 cents.
- 2—The Horizontal Organization of Secondary Education—  
A Comparison of Comprehensive and Specialized  
Schools. 20 cents.
- 3—Part-Time Secondary Schools. 10 cents.
- 4—The Secondary-School Population. 10 cents.
- 5—The Reorganization of Secondary Education. 40 cents.
- 6—The Smaller Secondary Schools. 15 cents.
- 7—Secondary Education for Negroes. 10 cents.
- 8—District Organization and Secondary Education. 15  
cents.
- 9—Legal and Regulatory Provisions Affecting Secondary  
Education. 10 cents.
- 10—Articulation of High School and College. 10 cents.

- 11—Administration and Supervision. 15 cents.
- 12—Selection and Appointment of Teachers. 10 cents.
- 13—Provisions for Individual Differences, Marking, and Promotion. 40 cents.
- 14—Programs of Guidance. 10 cents.
- 15—Research in Secondary Schools. 10 cents.
- 16—Interpreting the Secondary-School to the Public. 10 cents.
- 17—The Secondary-School Library. 10 cents.
- 18—Procedures in Curriculum Making. 10 cents.
- 19—The Program of Studies. 15 cents.
- 20—Instruction in English. 10 cents.
- 21—Instruction in the Social Subjects. 10 cents.
- 22—Instruction in Science. 10 cents.
- 23—Instruction in Mathematics. 10 cents.
- 24—Instruction in Foreign Languages. 10 cents.
- 25—Instruction in Music and Art. 10 cents.
- 26—Non-Athletic Extracurriculum Activities. 15 cents.
- 27—Intramural and Interscholastic Athletics. 10 cents.
- 28—Health and Physical Education. 10 cents.

## DISCUSSION

DR. JAMES N. RULE, Superintendent of Public Instruction,  
Pennsylvania.

I was very much interested in Dr. Jessen's report upon the development of reorganized schools, particularly in the part that seemed to favor the six-year combination junior-senior high school as against the separate junior high school and the separate senior high school. The results of the findings of the survey seem to coincide rather definitely with some of our own thinking and some of our own findings in Pennsylvania, where we are trying to develop the single co-ordinated six-year senior high school. The junior high school was developed in order to eliminate the gap between the elementary school and the high school. In too many cases, we have simply developed two gaps instead of one, and we are beginning to think that except where the population is dense, the six-year senior high school, under single direction, gives the better results, although our conclusions are yet somewhat tentative.

The articulation between school and college is of course a serious matter for us in this Association. I was interested in Mr. Jessen's statement that the direct method of dealing with this problem was not being emphasized in a good many sections of the country, which reminds me of the story of the colored man who had fallen upon hard times. He no longer could buy food, and couldn't pay his rent. At last he thought he would send a note to "Dear God." He wrote a note, "Dear God: I am in a bad way. I can't pay my rent, I can't buy food. Won't you please send me \$50.00?" The next Sabbath he put the note in the collection plate. The session duly considered his application and in a few days decided to send him \$40.00 by Deacon Jones. The next Sabbath another note appeared in the collection plate from Old Joe, addressed to Dear God. "Dear God: I asked you for \$50.00. Deacon Jones only gave me \$40.00. Next time please deal direct with me." This is merely to illustrate the need and the value of the direct approach. I think that is one reason why our Association has been so successful in establishing satisfactory working relations between schools and colleges.

I was very much interested also in the report on health education. We are endeavoring in Pennsylvania to eliminate the so-called professional coach, and I think that we have pretty well

succeeded. It is very difficult for a high school which employs an outside paid coach to make up a football schedule with teams that maintain a coach who is a member of the faculty. In other words, we are trying to see to it that every coach is a teacher of health education. I think we can attribute to the outside coach and to the over-emphasis upon championships a great many of the evils which have crept into high school athletics.

And I do want to say one other thing. I notice the comment upon the development of extracurriculum activities in reorganized high schools. It seems to me that is as it should be. My own experience has been that we have been able to go farther in the development of those ideals and those habits that make for competent citizenship, through the extracurriculum relationships of the school than through some of the more formal relationships of the classroom. Sometimes we have laid too much stress upon the social studies, upon formal studies of that type, and not enough upon what we might call the laboratory practice through supervised games and sports, and all the various types of extracurricular activities.

A few years ago, a committee in Pittsburgh investigated the number of young people voting on age. They wanted to find out whether or not that section of the voting population nearest to school and college, voted in a larger percentage than did the normal population. That year there were approximately 20,000 young people in the city who were eligible to vote on age. Fewer than 10 per cent actually voted. All of which would seem to indicate that schools and colleges are not developing certain very necessary attributes of the good citizen. I think we all have been more or less disappointed by the tremendous emphasis that has been placed in recent months upon the return of liquor. If as much time and strength and money as has been spent upon the effort to bring liquor back could have been spent upon developing certain very much needed ideals, we would be a happier people.

What I am trying to say is that if we are to judge from a good many things that are happening around about us. Schools and colleges are not developing competent loyal citizens of the type that are going to make democracy safe. The problem of making democracy safe for the world is one that is primarily in our hands, and if we do not find more definite, more practical ways of developing competent citizenship, we are going to have to come to some modified form of democracy.

## GENERAL DISCUSSION

In reply to a question by President Herrick (Girard College), Mr. Jessen stated that, in addition to public schools, about 700 private schools furnished data for the survey. While it was primarily a study of public education, attention was given to all outstanding developments in private schools.

Professor Jordan (Cornell University), found encouragement in the stamp of approval placed by the report upon many changed methods and procedures and curricula that had met with hostile criticism, and expressed the thought that the findings will be helpful in defense against the movement for economy that would interfere with progressive, forward-looking education.

Dr. William Lewis (Winston Company), voiced the suggestion that the social study program had failed because of unwillingness to face real issues. We must teach what democracy really is and make boys and girls realize that it makes a difference how public affairs are run. This problem of the schools and of the text-book writers must be met as a challenge, for the public high schools exist for the sake of producing a better citizenship.

## APPOINTMENT OF TEMPORARY COMMITTEES

### COMMITTEE ON NOMINATIONS

MR. R. N. DEMPSTER, Registrar of Johns Hopkins University,  
Chairman.

Dean JULIAN PARK, University of Buffalo.

Principal HENRY P. MILLER, Atlantic City High School.

MR. S. B. LINHART, University of Pittsburgh.

MR. A. R. HYATT, Lawrenceville School.

### COMMITTEE ON AUDIT

MISS JESSIE RODMAN, Germantown High School.

MR. MILTON GLADFELTER, Registrar of Temple University.

### REPRESENTATIVES OF OTHER REGIONAL ASSOCIATIONS

Professor A. A. REED, University of Nebraska, North Central  
Association of Colleges and Secondary Schools.

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## AFTERNOON SESSION

Friday, November 25th

## MORAL DISARMAMENT AND EDUCATION

President MARY E. WOOLLEY, Mount Holyoke College

"What is Moral Disarmament?" The fact that the question was in my own mind last winter, when I was asked to speak at a meeting in Geneva on that subject, must be my excuse for beginning, with a definition, a talk before an audience which is supposed to know definitions without being told! Moral disarmament belongs in the category of the *intangible*, material disarmament in the realm of the *tangibles*, in other words, moral disarmament is the disarming of the mind, as material disarmament is disarming of the hands. If moral disarmament had been accomplished, a Conference on the Reduction and Limitation of Armaments would not have been needed, since the system of warfare itself is based upon an *armed* mind, a mind whose arms are fear, suspicion, distrust, greed, ill-will, and all the unholy brood which the mind of man has been only too ready to shelter.

The "genesis" of the movement for moral disarmament is interesting. In March, 1932, the Political Commission of the Disarmament Conference, following proposals submitted by the Polish Government in memoranda of September, 1931, February and March, 1932, and recognizing the obvious connection which exists between material and moral disarmament, set up a Committee to study the various aspects of this question. The president was M. Perrier, of Switzerland, the Rapporteur, M. Szumlakowski, of Poland, with M. Komarnicki, also of Poland, as substitute. A Sub-Committee was appointed to prepare the agenda, taking into account the suggestions put forward by certain delegations, and a communication addressed by the President of the Committee on Intellectual Co-operation to the President of the Disarmament Conference. It soon became apparent, in the work of the sub-committee, as well as in that of the main committee, that there were two schools of thought. The chief differences of opinion lay along the line of *restrictive* versus *educational* methods of promoting moral disarmament; the first, the restrictive, championed by

Poland, followed by several delegation representatives; the second, the educational, upheld by the majority, including the representative of the United States.

Briefly stated, the Polish situation is outlined in "Proposals," presented as early in the Conference for the Reduction and Limitation of Armaments as the middle of February, less than two weeks after the convening of the Conference:

"Inasmuch as the laws in force in the various countries do not take into account the new necessities arising out of the development of international relations, but confine themselves to protecting purely national interests, the Polish Government proposes that consideration be given to the possibility of adjusting national laws to the present stage of development of international life. The object of such consideration would be to define a class of actions incompatible with satisfactory international relations and dangerous to the peace of the world, such as the inciting of public opinion to warlike sentiments, propaganda aimed at inducing the State to violate international law, and the deliberate spreading of false or distorted reports or forged documents likely to embitter the relations between States.

"Inasmuch as newspapers and periodicals determine the main currents of public opinion, and thereby exercise a considerable influence on international life, the Polish Government proposes that a conference be held, as soon as possible, of qualified representatives of journalists' and publishers' professional associations, to consider what steps could be taken to put the idea of moral disarmament into effect so far as the Press is concerned.

"Inasmuch as the future peace of the world depends upon the spirit in which the young are brought up, and the whole effort to organize an international community would be in vain if the young were not taught to look towards peace as the supreme good, the Polish Government proposes that the recommendations and suggestions already adopted should be progressively put into effect by international undertakings. In this connection, attention should be drawn to the desirability of a general revision of school textbooks, to the introduction, in educational institutions of every grade, of instruction concerning the League, international co-operation and the life of other peoples, and to the importance of Government encouragement for closer relations between students and teachers in different countries.

"Inasmuch as international opinion is influenced by every kind of public manifestation of thought, such as broadcasting, the cinema and the stage, the Polish Government proposes that steps be taken to prevent, in these directions abuses which would be dangerous to a good international understanding.

"As regards broadcasting, the Polish Government is of opinion that considerable progress would be made if a general convention could be concluded on the subject.

"Films and plays are generally subject to Government censorship, and the Polish Government therefore proposes that the Governments should undertake to prohibit the exhibition of films and the performance of plays which might embitter international relations, and, on the other hand, to encourage—e.g., by exemption from tax—films and plays conveying propaganda in favor of peace."

Early in the history of the General Disarmament Conference, that is, before the close of February, a communication with documentary material was forwarded to the Conference by the International Committee on Intellectual Co-operation, with a letter from Professor Gilbert Murray, president of the International Committee. In this letter Professor Murray said: "The Committee, to quote one of its own documents, regards international co-operation as the normal method of world government and of human progress, and has in all its activities a two-fold purpose: first, the advance of knowledge and the maintenance of intellectual standards, and, secondly, the increase of mutual understanding and good will between nations. Both these objects, as we understand them, require practice of international co-operation in the fields of science, art and letters." He also called attention to the fact that one part of the Committee's work was practically finished; the various international learned societies which immediately after the war were split into mutually hostile divisions being reconciled and united, and that the extreme distress of the learned class in central and eastern Europe was not nearly so acute as it was. "But the field of work for Moral Disarmament which lies before us in the future is almost unlimited, or limited chiefly by the smallness of our means. Any further tasks in this direction which the Council or the Disarmament Conference may think fit to lay upon us will, I can assure you, be accepted by my colleagues and myself with the utmost readiness and executed with all the care and zeal of

which we are capable." The document then listed the urgent questions—most closely concerned with the promotion of a spirit of mutual understanding and comprehension, such as: instruction in the work of the League, international relations, school textbooks, broadcasting, cinema, collaboration in primary and secondary education, travel of primary and secondary school children, exchange of professors and students, study scholarships, scientific study of international problems, intellectuals in international life, co-ordination of international work in general.

You can easily imagine the extent to which these two aspects of the question, restriction and education, influenced the discussions, in the sub-committee as well as in the committee as a whole, and the weeks spent before the sub-committee presented its report to the main committee. This report grouped under three headings the categories of questions which it thought should be examined:

1. Questions concerning intellectual co-operation and technical means of spreading information, including the problems of education, utilization of cinematography and broadcasting;
2. Questions concerning the co-operation of the Press;
3. Questions of a legal character.

Questions under the first heading—Intellectual Co-operation, Education, and Technical means of spreading information—occupied the time of the Committee on Moral Disarmament during its many meetings of the first session, ending only a day or two before the adjournment of the first session of the Conference on July 23rd. The basis of discussion was a draft text prepared by the Organization on Intellectual Co-operation, containing suggestions on four points:

- (1) Education of the younger generation;
- (2) Co-operation of the intellectual world;
- (3) Utilization of technical means of spreading information;
- (4) Ways and means of giving effect to possible undertakings.

Two members of the International Organization on Intellectual Co-operation "sat in" with the Committee, M. Bonnet and M. de Montenach, and gave great assistance.

There were interesting discussions with regard to the education of children. Mrs. Corbett-Ashby urged that, in our ele-

mentary schools, there be elementary study in economics, that little children should be taught to appreciate the countries which supply the clothing that they wear, the food that they eat, the books which they are studying, helping them to take a different attitude toward the children of other nations. I was much interested soon after my return in August, at our summer home on Lake Champlain, to have the little nine-year-old nephew of the friend with whom I was staying, told one day by one of the workmen on the place, "Bill, don't eat like a Dutchman." I thought, "Here's my opportunity!" So I at once put into operation what I had learned in the Commission on Moral Disarmament, and gave an impromptu lecture on what we owe to The Netherlands. As an introduction I said, "Bill, what do you know about the people of The Netherlands, whom Nelson has spoken of as Dutchmen?" All that Bill apparently knew was that they wore wooden shoes, giving further opportunity for this impromptu class to function!

We are hardly conscious of the extent to which even little children are gaining a totally wrong conception of the peoples of other countries, and the great field of opportunity which stretches before us in that direction.

From the elementary schools the discussion went on to schools of higher grades, international relations clubs, courses in colleges and universities, the exchange of teachers and of students, on which great stress was placed, the bringing of stimulating and magnetic lectures from various countries to speak to the students, that they might gain a new conception of the countries which they were studying.

Above and beyond everything else, the education of teachers was urged, as the question really does come back, especially in the lower grades, to the international interest, and the international outlook of the teachers who are training or failing to train the children.

By June, the Commission had gone sufficiently far to submit to the home governments the outline report which had been presented. It will be of interest to you to know that, in our own home government, we had an expression of interest and sympathy with the project in general. According to the procedure, that report had to go in a formal way to the Secretary of State, who referred it to the Secretary of the Interior, who then referred it to the Commissioner of Education. It was surprising to some

of the other countries to realize how much more centralization of education they had than ours in the United States. I think it will be of interest to you to know that Secretary Wilbur and Commissioner Cooper sent their general approval of the plan for international co-operation along the lines of moral disarmament, Commissioner Cooper adding, "On the co-operation of the intellectual world, we will do everything in our power to co-operate, calling it to the attention of the State Superintendents when they are meeting, but always with the understanding that the control of schools is in the hands of local boards of education." Of course, as we all know, as far as the educational agencies of the cinema and the radio are concerned, the government has absolutely no control.

Doctor Shotwell was in Geneva for a few days in the late spring, a fortunate happening for the cause of Moral Disarmament. On his way home he drew up a general plan and sent it to me as the representative of our government on the Commission. With a few changes to bring it into line with the plan on which we had been working, it was approved by Mrs. Corbett-Ashby as representative of the United Kingdom, and I had the pleasure of presenting it for that government and our own shortly before the adjournment. As it is brief I am taking the liberty of presenting it as a general plan referred to the drafting committee which will, at the next session, present a report for discussion and action.

*"The High Contracting Parties,*

1. Conscious of the extent to which the reduction and limitation of armaments depend upon increasing the trust and confidence of nations in their dealings with each other, and
2. Conscious that the sense of security which this confidence engenders depends not only upon the present policies of governments but also upon the international understanding of the history and outlook of the people themselves, and
3. Conscious of the fact that the conditions of the modern world make necessary increasing international contacts with proportionately greater chance for either strengthening or engendering international peace, and that the interdependence of countries renders international co-operation a necessity,

4. Agree in such form as the special regulations in force in each country permit to undertake to develop good understanding and mutual respect among peoples by all methods of education available, particularly through the work of educational institutions, the formation of teachers, and the education of the young;

5. Agree in such form as the special regulations in force in each country permit to undertake to encourage the services that the cinema, the theatre and broadcasting can render to mutual understanding and to endeavor to enlist the co-operation of the intellectual world in this.

6. Agree further to recommend to their competent educational authorities the study of the principles and application of pacific settlement of international disputes and of the renunciation of war as an instrument of national policy.

7. To this end the National Committee on Intellectual Co-operation in each country shall report every year to the International Commission of Intellectual Co-operation on the steps which have been taken in conformity with the obligations arising under this Protocol."

So much for what was actually done by that Commission during those months. What relation has that to us as educators? I am sure that you did not expect that I would speak to you today without pointing a moral and adorning a tale!

It became evident during those months that the real protection of the world in the day in which we live is good will of the peoples toward one another. That was emphasized again and again by Ambassador Gibson, the leader of our own delegation, and by the other delegates. It was generally recognized that, in this age and generation, there is no form of "preparedness" which really gives security to a country except the good will of its neighbors—such an easy thing to talk about and such a difficult thing to put into operation.

Some of you heard William Hard, in New York, a few weeks ago, at the conference called by the *Herald-Tribune*, when he said that he felt, after his experience in Geneva, a much greater reaction of optimism with regard to the European situation, and a much keener sense of the absolute necessity of time in order to bring about a real understanding. He used as an illustration the

"find" of a friend of his, an archaeologist, of a crude weapon of warfare. And when he asked this friend how old he thought it was he answered, "Probably not less than twenty-five thousand years." Mr. Hard added, "Yet we expect a custom which has its roots in the life of humanity for at least twenty-five thousand years to be entirely overthrown within six months, and are disappointed if the whole work is not accomplished."

That is where moral disarmament enters in. There must be material disarmament to save the present that there may be a possibility of a future, and moral disarmament, the disarmament of the mind, in order to safeguard that future. Elihu Root once said, "For a new international relation we must first cultivate the subsoil of men's minds."

That is where the responsibility comes back upon our shoulders. Again and again, even in these few months since my return, interested people have asked, "What can I do for international relations, to make a better understanding?" That question ought never to be answered in the negative by any one who has a chance for influence through education. Of course, the responsibility centers in the home, but the responsibility will not be met in a great many homes. It centers also in the school and in the college and in the university.

This is not a doctrine of desirables or preferables; it is a doctrine of absolute necessity for the future of humanity. If the schools, not only of this great section, but of this whole country, could feel that the future of the world and the future of humanity depend in a large measure upon the way in which they face and answer this question of "cultivating the sub-soil" this country of ours would be rendering an invaluable service to humanity.

I greatly appreciate the opportunity of this afternoon, not so much for the sake of telling you about one phase of the Conference for the Reduction and Limitation of Armaments, but more, infinitely more, because it is an inspiration to feel that, in these hundreds gathered here today, there is such potential power for the future of the world. I wish you Godspeed.

THE UNITED STATES DAILY AND EDUCATIONAL  
PREPARATION FOR CITIZENSHIP

MR. DAVID LAWRENCE

I assume that in a gathering like this, anyone who comes from outside, anyone who presents the informal, if I may call it that, view of education, will be appraised not as one who is trying to teach you something, but as one who merely brings to you facts with reference to another point of view. Because I gather from the remarks made at the closing of the speeches this morning by Dr. Lewis, that there is some doubt as to how we may reconcile the so-called theoretical viewpoint in the teaching of government with the practical realities of the subject.

I have spent the greater part of my life in the study of government. I have upon occasion gone out from Washington to talk about government to groups of various kinds, mostly business groups, professional groups, and I have not lost the opportunity to assess the knowledge which the people outside of Washington and government have about government, and coincidentally I have had an opportunity to observe the understanding or lack of it which the people in government have of the circumstances outside.

As a newspaper man, I write about government. As the editor of a newspaper devoted wholly to the presentation of news of government, I have been engaged in studying the functioning, the processes of government, at first hand. And those thoughts that I bring you today are the conclusions which a person on the outside has reached with reference to this problem of representative government.

I think we all admit that representative government is on trial in the world today. We need not add up all the countries in a state of revolution or all the peoples in a state of unrest. We need not point to the number of instances in which governments have been overthrown by non-constitutional methods, nor need we point to the fundamental changes in forms of government, in order to present a convincing case with respect to the premise that representative government is on trial in this world today.

For we have a strange setting, and it is important to sketch that setting in order that we may know wherein the responsibility of education fits in the general panorama. We are confronted

with an upheaval due to the war, so colossal, so far-reaching, that we are not able to understand either its consequences or even its implications.

Economic questions are rising up on all sides. We are emerging, I hope, from a long struggle with debt, contracted as a direct result of the war.

In our emphasis on the events of the moment, we sometimes overlook the obvious facts of an epoch, particularly the fact that the largest war in all history was fought less than fifteen years ago, that it cost more than one hundred eighty billions of dollars, those being the official figures of the expenditures of simply the allied governments and the central powers, that we subtracted not only ten million persons from the earth whose productive capacity and whose part in this civilization we cannot know, but we also took that one hundred eighty billion dollars of capital from the normal operations of commerce and trade in this world, and we have been struggling ever since to find a way to achieve an economic equilibrium, a balance, to find a way to amortize that debt, let alone pay the fixed charges upon it. And we have been unable to earn a surplus over expenditures, either as nations or as individuals to erase or to make some progress in erasing, that enormous debt. That economic upheaval has resulted in political consequences far-reaching, very disturbing, and on every side, it has left a residue of economic questions. These questions of trade barriers, trade warfare, commercial friction, international finance, demoralized exchange, discrimination between countries, problems of security, payment of war debts and war costs, all crowd upon us as we struggle for the solution, we struggle for some equilibrium once more.

If we need any proof of the difficulties of representative government in solving these questions, may we point either to the political campaigns in this country, or the campaigns in other parliamentary countries, may we observe the formation of groups, the adamant positions taken by extremists in all countries, with reference to international understanding, may we point to the difficulty of our own people in understanding the true function of government in a crisis like the present.

Superficialities characterize the electorate in this country as well as in every other democracy. We are beginning to believe that the people think in several countries today that the true func-

tion of government is to care for the economic fortunes of the individual; to put it another way, that the government owes the individual a living, that the government is responsible for the ups and downs of individual economic circumstances.

Superficialities rule today, and we may criticize all we like, this particular official or that particular statesman, for his lack of leadership, we may grow cynical about government, we may grow contemptuous of Congress, but beneath it all, behind it all, are the groups that really control government in America today—groups sometimes small, often characterized as minorities, working with bi-partisan zeal to direct the destinies of their particular project, often worthy, but working outside of the party system, sometimes within it. All these groups, representing the minority of all of us, hold the balance of power under the present system, because the electorate is superficial. Or shall we say indifferent? Or shall we say ignorant?

We need only take two or three outstanding questions to illustrate the point. We are fond of slogans in America. The most popular slogan last year was "balance the budget." From one end of this country to the other, went up the cry, "balance the budget." Few of our people understood that the budget had two sides to it, and that it related not merely to expenditures, it related very directly to income. I regret to say that persons who should know better, persons among our business elements, made the same mistake of insisting that the only difficulty with the budget was the expenditure side, forgetting that in a time of major depression, income also shrinks, and that in the case of the Federal Government, it showed a shrinkage of more than fifty per cent. It is a favorite pastime today for those who deal superficially with these questions of economy in government to take the total national income of a few years ago, which was seventy billions of dollars, and the cost of government, Federal, State and City, which is roughly fourteen billions of dollars, divide the fourteen into the seventy and determine that the cost of government a few years ago was 20 per cent, and now with a shrinkage of national income presumably to about thirty-five billions, from seventy billions, they say, of course, when dividing the fourteen into the thirty-five, that the cost of government has risen from 20 per cent to something like 40 per cent.

It is that kind of sophistry which characterizes much of the criticism of governmental financial operations.

Instead of a broad base of taxation in the last decade, we have been content with an unscientific system of taxation which has broken down in a period of adversity.

In this question of economy, for example, we are not united upon principles, we are not even crystallizing opinion as to whether in cutting our expenditures we shall operate on the business approach, which leads always to the pathways of profit, or whether we shall deal with the social approach, which measures expenditures in terms of service. Fundamental principles not clearly seen either by our people or by our leaders. That is why I say that balancing the budget is an illustration of the ease with which a slogan is invented, and public acceptance comes to it—yet when the actual job of cutting the budget, balancing the budget, arises, we find difficulty in applying even the simple principles of taxation wherewith to get the revenues to balance the budget.

We have before us other problems of government that are as intricate as that of economy. It is not my purpose this afternoon to discuss them, I merely mentioned one to show you that it is necessary to have an informed electorate in order to deal with these questions, because our leaders in Washington, certainly in our State governments, are quick to observe the trends of public opinion and to follow what they think are the desires of the people. Many of the questions that trouble us today, many of the questions that are retarding progress are directly problems in public opinion as much as they are problems in economics.

I, therefore, come to the basic question, is the electorate educated? Does this present situation not impose upon the educators a great responsibility? In my observation extending now over many years, I have not grown cynical about our opportunity to improve government in America. I have come rather to believe that the fault lies with ourselves. There was a hint in what Dr. Lewis said this morning of the discontent which is growing on the part of those who foot the bills, that education is not as effective in relation to citizenship as the dollars and cents seem to require.

I think there is a two-fold job to be done in education. Educators now have a great opportunity—because it is an ill wind that blows no good. Most of these self-same citizens, at present

occupied with business affairs, have not recognized the problems of education, have not known of its great service, and if they can only be induced to take a sufficient interest to know what the educational tasks are, it may lead to some permanent good. But nevertheless, it is quite characteristic of our American business man to say, "Billions of dollars poured into education, and on the other hand, an unintelligent, indifferent, ignorant electorate." That is the challenge you will hear much of in the next few years, as some of our business men seek to cut public appropriations with a battle-axe instead of pruning them with a surgeon's knife.

And so I have tried in my own way to analyze the causes of this so-called indifference on the part of the people toward government. For there is a gap, there has always been a gap between government on the one hand and the people on the other. If you read the campaign speeches or listened to them, in the recent presidential contest, you received the impression that the people were interested in their current problems for a few weeks every four years. The whole perspective was one of review, and certainly exposition that did not take into account a very extensive background. The people certainly have not been interested in their public affairs, and that applies to the State governments as it does to their city governments. I am one of those who believes that indifference to government comes from lack of knowledge, and lack of interest, and that interest cannot be stimulated without complete understanding, and that in the schools, particularly in the secondary schools, there must be developed a habit of thinking about community affairs which will stay with the student in that hiatus between school years and those years of adult life in which responsibility really comes.

Now, there is a difference between teaching doctrine and teaching facts. I rather dissent from what might be the orthodox view that it is the function of our colleges to teach "isms," whether liberalism, or conservatism, or radicalism. I think that has been the stumbling block which has made teachers timid and which has made it difficult in local communities to teach interestingly the facts of government. I know this is a delicate subject, but there can be no dispute, there can be no dissent, from a method of teaching which seeks to disseminate the facts in such an intelligent way that those who absorb the facts will of their own initiative develop the "isms" for themselves.

Precisely, I mean that in our schools and in our colleges, we are trying always to avoid the controversial, certainly we are trying to avoid the political, we are trying to avoid the criticism that we are making either Republicans in one community or Democrats in another. There can be no such criticism if our teaching comprises dissemination of facts with reference to current operations of government.

How, then do we teach government? Where shall we start? Certainly the text-book (and I have great respect for the improved text-books of recent years), cannot do all that must be done to stimulate the interest of the student. If we teach science, we give the student something which will be of interest to him in the laboratory. When we teach government, unfortunately we teach a series of functions, and often a series of unrelated facts, which like the numbers in a telephone book may be looked up upon occasion if you need them, but need not be the subject of term examinations. There are reasons, of course, for teaching functions, but how much more important is it to instruct our students in the happenings of the day, in the happenings of the week, in the happenings of the year?

A professor of one of our leading eastern universities told me a year ago that he had great difficulty in inducing the students in classes in government to read the newspapers from day to day. I asked him why. He said he had no explanation unless it was that the newspapers were rather obtuse, and that the students did not feel a kinship with the news of the day. I rather sympathized with that view, because the newspapers are edited for a miscellaneous audience. They have economic restrictions which cause them to supply their news in the form in which they do, namely, with the latest happenings in fragmentary fashion, and without the historical perspective so necessary for classroom work.

All around this are economic questions which come in the news every day. You cannot read the newspaper of today, the current news, without a historical perspective, extending back at least a few years, without a fundamental knowledge of some of the economic problems that today beset us. Many of our students go out of school and out of college without ever suspecting the constitutional origin of many of the regulatory powers if not many of the statutes upon our books today that affect our daily lives.

That is why I say that a historical perspective is as essential as a current perspective.

About a year and a half ago, I suggested to a group of people that the time had come to make a start in this important field, and that an organization should be founded which would be non-political, non-commercial, and which would not attempt to secure the adoption of any legislation or the repeal of any; an organization which would have no formal connection with any schools or school boards, either seeking their endorsement or their co-operation, but an organization that would attempt to fill the need that exists for current materials that combine the current perspective and the historical perspective, current materials that could be distributed free in as large a quantity as might be necessary to the students enrolled in classes in government, and that I felt sure that such a movement would win sufficient public support from those interested in that question, to finance its relatively insignificant expense. And so, after having talked it over with many who were interested in the field in which I am engaged, and with some of those in the field of education, after having obtained the co-operation of Calvin Coolidge, Elihu Root, Owen D. Young, Newton D. Baker, and President Hibben, of Princeton, as a nucleus for the development of an organization that would distribute such material, we later came to the setting up of a board of trustees representing important people in every State of the Union, the setting up of an educational council to co-operate in the preparation of material that would be satisfactory to the schools, and I am glad to say that within the last year our experiments in certain States have proved conclusively the need for such material. The work in the classrooms thus far encourages us to believe we have started on a very practical program of education in the field of government.

I recognize that this is not the only way to bridge the gap between government and the people; it is not the only way to stimulate interest in government. There are other channels, other devices, no doubt. There are, of course, opportunities for the press to publish more material, particularly with reference to the background of State and city government. There are opportunities for the development of radio programs locally that will stimulate interest in local affairs. But this is a trend, and the United

States Society is the beginning, I hope, of a general movement in the direction of practical teaching in the field of government. And if our whole work should be merely that of supplying materials, I know it need not go beyond. For the school authorities themselves who have to do with the revision of a curriculum, will find in their own way opportunities to include time for the discussion of current events in various classes. You will find ways to stimulate debate on current questions, you will find other opportunities to increase the usefulness of these materials to you. But for the moment our task is merely to do one thing, to make available to schools material on government, with no *quid pro quo*; no insistence, for instance, that these be used as a condition of their distribution. On request from the schools we merely will try to make these materials available in particular communities in which the work will have been begun, because this movement will not operate nationally at once, it will grow by communities. Already we have begun work in some forty-three communities and we have work in process in two hundred more, and it is my hope that before another year has passed, we will have included some of the more important communities of the country.

This idea, I grant you, is not new. It has been thought of again and again. The only thing in it I think that is new, is its simplicity. The society exists for no other purpose than to furnish a service to the students enrolled in classes in government—starting with the high schools, including the public and parochial and the private schools, and extending later, I hope, to the colleges.

Some of our material now being used in the high schools has come to the attention of teachers in the colleges and it has been suggested that they are of particular value to beginners' courses in government in the freshman if not even in the sophomore year.

We have the co-operation of many fine educators who have counseled with us so that we are not overlooking the formal side of education. We are not endeavoring to trespass upon any of the jurisdictions of those engaged in formal education. It is merely a contribution to this puzzling problem of governmental understanding. Nor do we assume, nor do I assume least of all, that it is possible in a few months or in a few years, to transform this electorate from its present state of abstraction to anything like aggressive intelligence. I do believe, however, that the secret

of good government lies in intelligent leadership, courageous leadership.

My observations of public men is that many of them are courageous, but many of them feel helpless in the face of their ignorant constituencies. And if we develop leaders we need not develop many in order to make a real contribution. We need leaders not merely for governmental offices, because less than fifteen thousand persons occupy important positions of responsibility in this country, but leaders for the neighborhood, leaders for the groups in which people move.

I do not place the entire responsibility for the present indifference of the electorate or for the present quality of government upon our educational system. I think, of course, that it rests upon the home to develop the character necessary for public life, it rests upon the church to develop a spirit of unselfishness, but it rests upon the school to furnish the enlightenment and the information. For in this particular day and age, we are going to need a return to fundamental principles both inside and outside of the government. We are going to need more character in government than before. The attitude of the people toward public service must be changed. The attitude of parents toward public service must be changed. Instead of looking upon politics, sordid as it is, as something to be shunned and despised, we must look upon it as something to plunge in head foremost, in which to put our best citizens and our best boys and girls in order that they may begin early to change those processes which are eating at the heart of representative government today.

So I say to you that there are broad questions of education involved in making ourselves more effective as a democracy. We need not despair because the progress will be slow. There are evidences that the people are stirred now as they have never been before. There are evidences that our system of government has come through this critical period untarnished, that the system is sound, that the system is perfect on paper, but doesn't work very efficiently in practice, and that it is our job as forward-looking citizens to make representative government function.

I thank you.

## DISCUSSION

In reply to a question concerning the possibility of giving the metropolitan newspapers a vision of what an editor might do. Mr. Lawrence replied that the average editor fully understands the shortcomings of his own publication. The American Society of Newspaper Editors is attempting to raise the level of understanding of what journalism can do for our country. The problem of publishing a newspaper is an economic one, and the editors would welcome the turning out by schools and colleges of citizens who would demand and support higher standards. Increase the number of intelligent citizens and the newspapers will become better.

Miss Woolley emphasized the sincerity of the delegations in the Conference in wanting a safer and a different world. They are sick of war because of the economic consequences, the other terrible results, and the futility of it all. They are slow in sacrificing their own armaments through fear that they will be outwitted. We must get hold of the rising generation, and establish confidence in place of fear, good will in place of ill will, and understanding in place of misunderstanding. The great problem of the century in which we live is the need of learning how to live together.

## BUSINESS SESSION

REPORT OF THE TREASURER  
November 23, 1931 to November 22, 1932*Debit*

Balance in Association Funds .....	\$3,241.64
Dues from six institutions for 1929-30 .....	45.00
Dues from thirty institutions for 1930-31 .....	225.00
Dues from 627 institutions for 1931-32 .....	4,702.50
Dues from eleven institutions for 1932-33 .....	82.50
Visitation of Schools, Commission on Secondary Schools	624.80
Certificates to Schools, Commission on Secondary Schools	48.00
Visitation of Colleges, Commission on Higher Institutions	850.00
Miscellaneous receipts, Interest on deposits, etc.....	44.16
<hr/>	
Total, November 22, 1932.....	\$9,863.60

*Credit*

Annual Meeting .....	\$351.33
Expenses of Members to:	
American Council on Education .....	\$31.10
College Entrance Examination Board .....	43.50
Commission on Higher Institutions .....	289.67
Commission on Standards .....	16.25
Delegate to North Central Association.....	108.57
Delegate to New England Association .....	42.70
Delegate to Southern Association .....	111.75
Executive Committee Meetings .....	90.28
<hr/>	
	733.82
Commission on Secondary Schools .....	3,037.26
Commission on Higher Institutions .....	450.40
Salaries .....	300.00
Clerical .....	75.00
Notary fees and tax on checks .....	16.60
Stamps .....	25.00
Office Supplies .....	36.09
Proceedings .....	1,095.90
Printing .....	42.62
Honorarium, Refunds, Bonding Treasurer .....	590.00
<hr/>	
Total Expenditures .....	\$6,754.02

Balance on hand in Association Funds, Nov. 22, 1932..	609.58
Balance on hand in Savings Fund Account, Nov. 22,	
1932 .....	2,500.00
	<hr/>
	\$9,863.60

On deposit with the Girard Trust Company as per statement submitted November 22, 1932, \$613.03 in checking account, and \$2,500.00 in Savings Fund.

Six institutions are in arrears for 1929-30, 1930-31, 1931-32.

Ten institutions are in arrears for 1930-31, 1931-32.

Thirty-one institutions are in arrears for 1931-32.

#### INSTITUTIONS IN ARREARS FOR THREE YEARS:

Langley High School, Pittsburgh, Pa., 1929-30, 1930-31, 1931-32.  
Lock Haven High School, Lock Haven, Pa., 1929-30, 1930-31, 1931-32.

Newark Preparatory School, Newark, N. J., 1929-30, 1930-31, 1931-32.

New Brighton High School, New Brighton, Pa., 1929-30, 1930-31, 1931-32.

New Rochelle Preparatory School, New Rochelle, N. Y., 1929-30, 1930-31, 1931-32.

Saint Faith's School, Saratoga Springs, N. Y., 1929-30, 1930-31, 1931-32.

In accordance with the standing rules of the Association, the above schools are automatically dropped from our list of Member Institutions.

STANLEY R. YARNALL,  
*Treasurer.*

## REPORT OF THE AUDITING COMMITTEE

We have examined the accounts of the Treasurer, which are summarized above, together with the accompanying vouchers, and find all to be correct as set forth, the balance in his hands being:

Savings Account .....	\$2,500.00
Checking Account .....	609.58
	<hr/>
Totals .....	\$3,109.58

J. F. RODMAN,  
M. E. GLADFELTER,  
*Auditors.*

November 22, 1932.

REPORT OF THE EXECUTIVE COMMITTEE

November 25, 1932

Your Committee has met twice during the year and in planning the program which is before you, had much valuable assistance through a conference with representatives of the affiliated associations which participate in the annual convention.

In behalf of the Committee, I would report the following routine transactions:

1. The continuation for another year of our constituent membership in the American Council on Education, with payment of dues of \$100;

2. The re-appointment for the year 1931-32 as our representatives on the American Council on Education of Dean Henry G. Doyle, George Washington University; Headmaster Samuel Osbourn, Germantown Academy, and Principal Ralph E. Files, East Orange High School;

3. The authorization of a bond in the amount of \$10,000 to be issued to the Treasurer of the Association;

4. The acceptance of the resignation of Miss Amy Kelly as one of the Association's representatives on the College Entrance Board, because of absence abroad;

5. The continuation of the membership of The Madeira School until November 30, 1932, the school having removed into the territory of the Southern Association;

6. The adoption of the policy that a school or college forming a constituent part of a college or university, but wishing a distinct place on our accredited list shall be expected to take out separate membership in the Association;

7. The approval of a budget of \$2,900 by the Commission on Secondary Schools for 1931-32 and a budget of \$3,500 for 1932-33;

8. Approval of the following projects recommended by the Commission on Secondary Schools:

- (a) A study of Teacher Load by Principal Wetzel's subcommittee with an appropriation of \$200;
- (b) A study of Laboratory Standards by Dr. Wiley's subcommittee with the assistance of Dr. Edward H. Wild-

- (c) An appropriation of \$200 to cover tabulation of college reports on freshmen entering from schools on the approved list;
- (d) A change in wording and size of the certificate for accredited schools, the size being left to the Chairman of the Commission with power.

Academy of the Holy Child, Philadelphia  
Academy of the Holy Cross, Washington, D. C.  
Allentown High School, Allentown, Pa.  
Ambridge High School, Ambridge, Pa.  
Batavia Junior-Senior High School, Batavia, N. Y.  
Bensalem Twp. High School, Cornwell Heights, Pa.  
Bethesda-Chevy Chase High School, Chevy Chase, Md.  
Carson Long Institute, New Bloomfield, Pa.  
Clark's Summit and Clark's Green Joint High School,  
Clark's Summit, Pa.  
Claymont Special District High School, Claymont, Del.  
Closter High School, Closter, N. J.  
Colestock High School, Titusville, Pa.  
Dover High School, Dover, Del.  
Duquesne University Preparatory School,  
Pittsburgh, Pa.  
Ebensburg-Cambria High School, Ebensburg, Pa.  
Fleetwood High School, Fleetwood, Pa.  
Gaithersburg High School, Gaithersburg, Md.  
Georgetown Visitation Convent, Washington, D. C.  
Eastern High School, Washington, D. C.  
Hackettstown High School, Hackettstown, N. J.  
Haddonfield Memorial High School, Haddonfield, N. J.  
Hamburg High School, Hamburg, Pa.  
Harcum School, Bryn Mawr, Pa.  
Harrington High School, Harrington, Del.  
Holmquist School, New Hope, Pa.  
Holy Trinity High School, Washington, D. C.  
Homestead High School, Homestead, Pa.

Jeannette High School, Jeannette, Pa.  
Kingston High School, Kingston, Pa.  
LaSalle College High School, Philadelphia  
Leighton High School, Leighton, Pa.  
Lewes High School, Lewes, Del.  
Manheim High School, Manheim, Pa.  
Marywood Seminary, Scranton, Pa.  
McKeesport High School, McKeesport, Pa.  
Mechanicsburg High School, Mechanicsburg, Pa.  
Merchantville High School, Merchantville, Pa.  
Meyers High School, Wilkes-Barre, Pa.  
Minersville High School, Minersville, Pa.  
Monroe High School, Monroe, N. Y.  
Montgomery County High School, Rockville, Md.  
Morrisville Junior-Senior High School, Morrisville, Pa.  
Mount Mercy College, Pittsburgh, Pa.  
Mount St. Mary-on-Hudson, Newburgh, N. Y.  
Mount Vernon High School, Mount Vernon, N. Y.  
Muhlenberg Twp. High School, Laureldale, Pa.  
New Cumberland High School, New Cumberland, Pa.  
Northampton High School, Northampton, Pa.  
Notre Dame Academy, Washington, D. C.  
Olney High School, Philadelphia  
Oswego High School, Oswego, N. Y.  
Our Lady of Mercy High School, Rochester, N. Y.  
Penn High School, Greenville, Pa.  
Pennsylvania Avenue High School, Cumberland, Md.  
Pittsburgh Catholic High School, Pittsburgh, Pa.  
Pottstown High School, Pottstown, Pa.  
Quakertown High School, Quakertown, Pa.  
Sacred Heart High School, Washington, D. C.  
Saint Agnes School, Albany, N. Y.  
Saint Benedict's Academy, St. Marys, Pa.  
Saint Mary's Catholic High School, St. Marys, Pa.  
Sayre High School, Sayre, Pa.  
School of the Holy Child Jesus, Sharon Hill, Pa.  
Scotch Plains High School, Scotch Plains, N. J.  
Sellersville-Perkasie High School, Perkasie, Pa.  
Sewickley High School, Sewickley, Pa.  
Sherwood High School, Sandy Springs, Md.

Solebury School, New Hope, Pa.  
South Philadelphia High School for Boys, Philadelphia  
Southside High School, Newark, N. J.  
Susquehanna University, Selinsgrove, Pa.  
Takoma-Silver Springs High School, Silver Springs, Md.  
Uniontown High School, Uniontown, Pa.  
Villa Maria Academy, Erie, Pa.  
Watkins Glen High School, Watkins Glen, N. Y.  
West Philadelphia Catholic High School, Philadelphia  
Wicomico High School, Salisbury, Md.  
Wildwood High School, Wildwood, N. J.  
State College for Colored Students, Dover, Del.  
Stevens High School, Lancaster, Pa.  
Ashland High School, Ashland, Pa.  
Holy Angels Academy, Buffalo, N. Y.  
Immaculate Conception High School, Lodi, N. J.  
Liberty High School, Liberty, N. Y.

The Executive Committee also considered a resolution submitted by Mr. John Shilling, of the Department of Public Instruction of Delaware, as follows:

RESOLVED: That, beginning with the entering class in the fall of 1934, graduates of schools organized on the six-six or six-three-three plan may be accepted for entrance to the freshman class of colleges which are members of this Association if they present twelve approved Carnegie units which have been earned in grades ten, eleven and twelve of such school, after completion of the work prescribed in a junior high school which is approved by the proper accrediting agency in the state in which it is located. Provided that second year credit in such continuous subjects as English, foreign language, and mathematics shall be allowed by the senior high school only on evidence of satisfactory completion of the first year work in the lower school.

The Committee desires to express its interest in the proposal and its sense of the educational significance of the suggestion. If it meets with the approval of the Association, the matter will be referred to next year's Executive Committee to study in conference with the Commissions, with the work of which it is so definitely connected.

GEORGE W. M. McCLELLAND, *Secretary*.

COMMUNICATIONS

The Secretary read a communication from Commissioner Wm. John Cooper, of the Department of the Interior, relative to the proposal of the Association in 1929 urging the creation of a national commission to study the underlying problems of coordinating the work of high school and college. Although the proposal has since been endorsed by all the other regional associations, funds have not been found for even a conference of a small group to clarify the objectives. It seems inopportune to set up another conference at this time.

## REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Since the forty-fifth annual convention of the Middle States Association, in 1932, the Commission on Institutions of Higher Education has held four meetings and one conference. The meetings were held on the following dates: December 11, 1931, March 15, 1932, May 26, 1932, and November 18, 1932.

A conference with representatives of colleges of the Association was held on May 10, 1932.

### I

The first matter of major importance to come before the Commission for discussion was the renewed study of the standards for junior colleges. After careful consideration the Commission voted to clarify the standards for junior colleges as follows:

1. To include as an introductory statement in the statement of standards for junior colleges the following paragraph:

The Middle States Association of Colleges and Secondary Schools restricts its interest to those junior colleges which give instruction in academic subjects and no junior college will be placed upon the Association's list of approved junior colleges unless its student body is engaged primarily in the study of such subjects; but a junior college which includes in its student body certain groups of students who are engaged in the study of vocational subjects of college grade may be eligible for inclusion in the list. Junior colleges which are primarily schools of vocational education are not eligible for inclusion in the list.

2. To add to Standard No. 1 as it is now printed the following parenthetical statement: Refer to Standard No. 9.

3. To append to Standard No. 2 the following parenthetical statement:

In junior colleges in which the "conference or tutorial method" of instruction is employed not less than two full academic years of full time work shall be recognized as the equivalent of thirty year hours or sixty semester hours. The Commission on

Institutions of Higher Education shall judge whether such two years of work do actually fulfill the requirement stated above.

4. To append to Standard No. 3 the following parenthetical statement:

It is understood that the graduate training of a member of the faculty shall have been in the subject taught by him or in a closely related subject.

5. Standards Nos. 4, 5 and 6 were approved without change.

6. It was voted to add the following note to Standard No. 7:

An institution conducted for profit is not eligible for inclusion in the approved list of junior colleges.

7. Standard No. 8 was approved without change.

8. It was voted that Standard No. 9 should read as follows:

It is essential that a junior college conduct its work at the college level and not at the secondary school level. If a secondary school or the final two years of a secondary school be maintained in connection with a junior college, great care must be used to prevent the work of the junior college from becoming a mere continuation of work at the secondary school level. In general classes and laboratory sections should not include both secondary and junior college students. The faculty of the junior college should be made up primarily of those giving instruction to junior college students, but in some cases members of the faculty may instruct classes in both divisions of such an institution, provided that instruction to junior college classes is maintained upon the college level.

9. It was voted that Standard No. 10 should read as follows:

In determining the standing of a college, emphasis will be placed upon the character of the curriculum, the efficiency of instruction, the standard for diplomas, the tone of the institution, and its success in stimulating and preparing students to do satisfactory work in colleges and universities.

These revisions were subsequently unanimously confirmed by the Executive Committee.

At the meeting on March 15th and subsequently the Commission considered applications from junior colleges for inclusion in the approved list and voted to place upon the list certain institutions which will be named at the conclusion of this report.

## II

At the last annual meeting the Association referred to the Commission a communication from the American Council on Education asking whether the Association would be interested in undertaking the classification of State Teachers Colleges. After careful consideration the Commission concluded that it could not recommend to the Association that this undertaking be entered upon. There seems to be no general demand in the Association for such action. The teachers colleges in this region have expressed no desire that the Association should adopt such a policy. Indeed, some of the officials of the Association of Teachers Colleges have seemed to be opposed to such a policy. In general it seems desirable that the professional schools be classified, if at all, by their own associations or by the educational organizations of their respective States.

## III

Number seven of the principles and standards for accrediting colleges adopted by this Association in 1923 is as follows:

"In determining the standing of a college emphasis should be placed upon the character of the curriculum, the efficiency of instruction, the standard for regular degrees, the conservatism in granting honorary degrees, the tone of the institution and its success in stimulating and preparing students to do satisfactory work in recognized graduate, professional, or research institutions."

The Commission on Institutions of Higher Education has long recognized the fact that over-emphasis upon athletics and upon athletic contests in a college tends seriously to impair efficiency of instruction and to affect unfavorably the tone of an institution with consequent deterioration of its college work and depreciation of the value of its degrees. Such over-emphasis is very greatly encouraged and stimulated by financial awards or advantages,

popularly known as "athletic scholarships," sometimes offered by colleges or universities to young men because of their superior athletic promise or athletic achievements. An institution which awards such "scholarships" thereby indorses the practice of subsidizing athletes and professionalizing athletics; it indicates to its student body and to the public that in its view athletic prowess is at the very least a competitor with academic excellence and that ability in athletics may even be preferred to scholarly ability. Moreover, strong pressure to admit and to retain those of athletic ability who may be poor students is almost inevitable in such a situation and the morale both of the faculty and of the student body may be seriously impaired as a result. It is the considered judgment of the Commission that an institution which follows such a practice is in so far not acting in accordance with sound educational standards. In view of these facts the Commission, at a meeting held on December 11, 1931, adopted the following resolutions:

"RESOLVED that the practice which prevails in certain colleges of awarding 'athletic scholarships' is undesirable and that the Commission disapproves of this practice. It is

"FURTHER RESOLVED that, beginning with September, 1933, an institution which grants or continues such scholarships shall be held to be disqualified for inclusion in the approved list of institutions of higher education of the Middle States Association of Colleges and Secondary Schools."

In using the term "athletic scholarship" it was the intention of the Commission to designate any money payments *or the equivalent* granted to a student because of his athletic promise or athletic achievement.

These resolutions are not to be interpreted as meaning that a student who has athletic ability is by that fact excluded from receiving a scholarship if he is fully qualified otherwise. They mean rather that athletic ability should count neither for nor against an applicant for financial aid or financial opportunity of any kind. In general it is improbable that in any college the proportion of athletes so qualified would exceed the proportion of non-athletes with similar qualifications.

After adopting the resolutions the Commission transmitted them to the heads of all the colleges upon the approved list of the Association. They were received with favor by a large proportion of the colleges upon the list. There were, however, questions and objections from a number of colleges and the Commission, after considering these, decided to invite the colleges to send representatives to an informal conference with the Commission. The conference was held in New York City, on May 10th. A large number of colleges sent representatives, including those which had questions to raise or objections to offer.

The Commission met on June 26, 1932, to consider the report of the conference held on May 10th. The questions and objections raised at the conference were considered by the Commission and these, with the conclusions of the Commission, may be summarized as follows:

1. It was suggested that the Commission's first resolution expressing its disapproval of athletic scholarships was commendable, but that the second, which made the granting of such scholarships a disqualification for inclusion in the approved list, was not. Objection was urged on the ground that colleges should be left entirely free in such matters: that this type of resolution establishes a tendency to take the power and authority of the university administrators or the college administrators out of the hands of those who are responsible for it. To these suggestions it may be said, first, that the mere expression of the Commission's disapproval might easily be disregarded by a college, and, second, that the same objection might equally be offered against all the activities of the Commission and, third, that if freedom to subsidize athletes seems to any college to be important for its welfare or for the independence of its administrators, we have nothing to say except that it should not ask to be included in a list of colleges which do not follow that practice.

2. It was urged by several representatives that to discontinue the award of "athletic scholarships" would lead to surreptitious subsidizing by alumni and other interested persons and that such subsidizing was much worse than open subsidizing by the colleges. Several colleges reported that by means of open subsidies they had been able to stamp out surreptitious subsidizing. The Commission fully appreciates the difficulty in which colleges have

found themselves and the efforts which they have made to improve conditions but is unable to believe that the policy which these colleges recommended could succeed for any great length of time. The temptation to provide a differential in favor of his favorite institution will surely be present in the mind of an alumnus even if that institution itself grants subsidies, especially if its competitors grant them in equal numbers. Moreover, by granting "athletic scholarships" the institution officially approves the policy of subsidizing athletes and would presumably find it difficult to make convincing the notion that what was right for the college was wrong for the enthusiastic alumnus or the sporting citizen. In our judgment, the matter of sub rosa subsidizing requires a different type of treatment and the responsibility for suppressing it rests upon the administration of the college itself.

3. It was urged also that the elimination of "athletic scholarships" would work to the disadvantage of the small college since such a college would, in general, lack alumni or wealthy friends who would subsidize athletes for it, whereas the large institution would be more favorably situated in that particular. This again is, no doubt, an extremely serious matter but one which in the judgment of the Commission cannot be solved by direct competition between the small college and the zealous alumnus of the large institution.

Several commented feelingly upon the fact that students whom they might properly regard as belonging to their own constituency were lured away by larger institutions. The reference was to athletes. Whether the same difficulty arises in the case of those who are not athletes was not disclosed. It was implied in the comments made by some that by rights a college should enroll all the students (at least all the athletes) who belong to its natural constituency and that it should also draw a good representation from those who were outside that constituency. The Commission realizes that there is a real grievance here and holds that to tempt a boy by means of a financial reward for athletic ability to go to any college, no matter where the boy may live, is to be condemned most strongly. Naturally some boys, even some of those possessing athletic ability, may decide for purely legitimate reasons to go to some institution other than that to which it might have been expected that they would go. Certainly some boys who might

be thought to belong to the constituency of large institutions do go to small and even to distant institutions as they have every right to do. But no doubt there have been abuses and the discontinuance of these is most earnestly to be desired and sought.

4. It was urged by one representative that it was necessary for a college to provide amusement for its students and that the students desire that the college should have teams that they can boast about. Even if the whole point were granted, it does not seem to the Commission that subsidized athletics is the right answer. As a matter of fact there is much reason to believe that students are coming less and less to wish to be represented by subsidized teams and more and more to get a larger share of their amusement out of their own participation in sports. The growing tendency to regard college athletics as primarily a part of the health program of a college is in our judgment an ideal greatly preferable to the conception of them as largely a form of amusement, particularly amusement designed for the idle onlooker rather than the participants.

5. One college representative asked frankly why financial help for athletic ability should be considered on any different basis from financial help for scholastic ability. In reply it may be said that the colleges have been established for the promotion of intellectual training and not for the furtherance of proficiency in athletics; and that, as is well known, grave abuses have grown out of over-emphasis upon athletics. A school for the professional training of athletes might well offer scholarships and fellowships to those who were highly proficient in athletics just as a conservatory of music might offer such rewards to those proficient in music, but such an institution would not be a college in the sense in which the Association uses the term.

6. It was objected by some that the Commission had not gone far enough: that it should establish an explicit code excluding all athletes from receiving financial aid: or prescribing that such aid be limited to those athletes standing very high in their academic work: or that detailed rules of some other sort should be laid down defining the terms on which aid could be granted. It was felt by some of those present that the action of the Commission should explicitly exclude all financial aid to athletes whether such

aid be official or unofficial. It is the judgment of the Commission that the action which it had taken was preferable to that proposed in any of these suggestions. It is not our purpose to exercise inquisitorial powers. We have complete confidence in the good faith of the presidents of colleges in this Association. If they tell us that their colleges do not grant or maintain athletic scholarships in the sense in which that term is used by the Commission, we shall be certain that they are describing the facts as they see them. There will doubtless be questions whose answers will not be obvious. The Commission will do its best to consider these in a spirit of fairness and justice, and we shall strive throughout for mutual understanding with the colleges. The attempt to determine all questions in advance by means of a detailed code would, we feel, be unwise first, because it is improbable that all contingencies could be covered, second, because with the best code which could be drawn there would be endless opportunities for misunderstanding, and third, because such a policy would tend to place the whole matter on a legalistic basis, whereas it should be on a basis of mutual understanding and mutual confidence.

With regard to the matter of subsidies to athletes by alumni and others, the Commission declares emphatically that it expects that a college upon the approved list will not only refrain from subsidizing athletes but that it will not knowingly permit such subsidies by others to its students and that it will make sincere efforts to render such subsidizing impossible.

#### IV

Since the annual meeting of 1931 the Commission has added to the approved list of four year colleges the following:

Seton Hall College, South Orange, N. J.

Brothers College of Drew University, Madison, N. J.

The Commission has voted to suspend from the approved list:

Wagner Memorial Lutheran College, Staten Island.

The Commission has also placed on the approved list of junior colleges the following named institutions:

Packer Collegiate Institute, Brooklyn, N. Y.

Centenary Collegiate Institute, Hackettstown, N. J.

Sarah Lawrence College, Bronxville, N. Y.  
Seth Low Junior College, Brooklyn, N. Y.

The Commission purposes in the course of the next year to make a study of standards for admission to colleges throughout the Association, and also of conditions under which the Master's degree is granted by colleges upon the approved list of the Association.

ADAM LEROY JONES, *Chairman.*

## REPORT OF COMMISSION ON SECONDARY SCHOOLS

E. D. GRIZZELL, *Chairman*

The work of the Commission for the year has consisted of two important types of activity: (1) revision of the List of Accredited Secondary Schools; and (2) promotion of research and service through the several sub-committees of the Commission.

## REVISION OF THE LIST OF ACCREDITED SECONDARY SCHOOLS

The Commission and the several state committees considered a total of 551 schools. Table I presents an analysis of the results of this work. The more important results are those concerned with new schools and schools previously accredited. Forty-eight new schools were considered and of this number, twenty-eight were accredited. Table II includes all new schools appearing upon the List. Five hundred three schools on the List of 1932 were considered, and of this number 486 were accredited and 17 were dropped. Two of the schools dropped from the List had closed, and one had removed to the territory of the Southern Association. The remaining 14 schools were dropped either for failure to report or after a second warning for violation of important standards. The total number of schools appearing upon the List for 1933 is 612.

## STATISTICAL SUMMARY OF LIST OF ACCREDITED SCHOOLS FOR 1933

## I. NEW SCHOOLS

	ACCREDITED FOR 2 YRS.	ACCREDITED FOR 1 YR.	TOTALS OF NEW SCHOOLS		
	Unqualified Approval	With Recom- mendation	Total Accredited	Not Accredited	All Con- sidered
Delaware .....	—	—	—	—	—
Dist. of Columbia.	1	—	2	1	3
Maryland .....	—	—	2	0	2
New Jersey .....	—	3	6	4	10
New York .....	1	—	5	4	9
Panama Canal Zone	—	—	—	—	—
Pennsylvania .....	1	2	13	11	24
Totals .....	3	5	28	20	48

## II. BIENNIALY CHECKED SCHOOLS

	ACCREDITED FOR 2 YRS.		ACCREDITED FOR 1 YR.			TOTALS OF SCHOOLS CONSID- ERED AFTER 2 YRS.		
	Unqualified Approval	With Recom- mendation	With Recom- mendation	Warned	Special	Accredited	Not Accredited	All Con- sidered
Delaware .....	1	7	—	3	—	11	1	12
District of Columbia	1	7	2	4	—	14	1*	15*
Maryland .....	8	12	5	1	—	26	2	28
New Jersey .....	6	68	9	26	1	111	1	111
New York .....	22	88	—	19	1	130	5	135†
Panama Canal Zone	—	—	—	—	—	—	—	—
Pennsylvania .....	14	107	22	20	—	163	6	169
	—	—	—	—	—	—	—	—
Totals .....	52	289	38	73	2	454	16	470

\* Includes school moved away.

† Includes Spence School—combined with another but kept on list under former name.

Roger Ascham School, closed.

## III. SCHOOLS ACCREDITED FALL 1931

## RECONSIDERED FALL 1932

	ACCREDITED FOR 2 YRS.		ACCREDITED FOR 1 YR.			TOTALS		
	Unqualified Approval	With Recom- mendation	With Recom- mendation	Warned	Special	Accredited	Not Accredited	All Con- sidered
Delaware .....	1	—	—	—	—	1	—	1
District of Columbia	1	—	—	—	—	1	—	1
Maryland .....	1	2	—	—	—	3	—	3
New Jersey .....	—	1	1	—	2	4	—	4
New York .....	—	2	1	—	—	3	1	4
Panama Canal Zone	—	—	—	—	—	—	—	—
Pennsylvania .....	1	9	4	4	2	20	—	20
Totals .....	4	14	6	4	4	32	1	33

## I, II, III TOTALS

	Total Accredited	Not Accredited	All Considered Fall, 1932
Delaware .....	12	1	13
Dist. of Columbia ..	17	2	19
Maryland .....	31	2	33
New Jersey .....	120	5	125
New York .....	138	10	148
Panama Canal Zone —	—	—	—
Pennsylvania .....	196	17	213
Totals .....	514	37	551

## IV.

SCHOOLS PREVIOUSLY  
ACCREDITED; NOT  
CONSIDERED FALL '32  
(BASIC LIST)

Delaware .....	1
District of Columbia..	11
Maryland .....	5
New Jersey .....	13
New York .....	21
Panama Canal Zone..	2
Pennsylvania .....	45
Totals .....	98

## V. GRAND TOTALS

	Schools lost by removal or closing (Counted in "Not Accredited")	Grand Total All Schools List Jan. 1, 1933	Schools Accredited last Fall but left off list because not paid (Counted in "New Schools")	Late Reports Not Considered	Schools Consid- ered for some special reason al- though accredited for next year
Delaware .....	—	13	—	—	—
District of Columbia....	1	28	—	—	—
Maryland .....	—	36	—	—	—
New Jersey .....	—	133	1	1	—
New York .....	2*	159	—	4	—
Panama Canal Zone....	—	2	—	—	—
Pennsylvania, .....	—	241	3†	4	1
Totals .....	3 or 4	612	4	9	1

\* 1 kept on list 1 year.

† 2 of these were accredited for only 1 yr.—re-checked this year.

TABLE II

## NEW SCHOOLS ACCREDITED, NOVEMBER, 1932

(Schools marked (\*) were accredited last year but did not appear on the List for 1932.)

District of Columbia—Washington, Gonzaga High School; Holy Trinity High School (Georgetown).

Maryland—Baltimore, Loyola High School, Calvert and Monument Streets; Mount Saint Joseph College, Inc. (High School), Carroll Station.

New Jersey—Fort Lee, Institute of the Holy Angels; Hoboken, Stevens Preparatory School; Morristown, Morristown School\*; Newark, Southside High School; Plainfield, Hart-ridge School; Rahway, Rahway High School.

New York—Lake Grove (Long Island), (The) Winnwood School; Lawrence (Long Island), Lawrence High School; New York City (Manhattan), Todhunter School, 66 East 80th Street; Port Washington, Port Washington High School; Tarrytown, Hackley School.

Pennsylvania—Boyertown, Boyertown High School; Bristol, Bristol High School; Erie, Mercyhurst Seminary; Laplume, Keystone Academy; Media, Media High School; Mount Pleasant, Ramsey High School\*; Pittsburgh, Mount Lebanon High School; Port Allegany, Port Allegany Senior High School; Prospect Park, Prospect Park High School; Royersford, Royersford High School; Uniontown, Uniontown Senior High School\*; West Grove, Avon-Grove High School; Wilkes-Barre, Elmer L. Meyers High School\*.

## RESEARCH AND SERVICE ACTIVITIES

The promotion of three research and service projects has been possible during the past year, because of appropriations by the Executive Committee, amounting to \$600.

The work of the sub-committee on the Articulation of Secondary and Higher Education has been aided by the completion of the tabulation of approximately 40,000 college freshman standings received previous to February 1, 1932, from more than eighty

colleges and universities receiving students from accredited schools. This work will continue during the year 1933.

The sub-committee on Teacher Load has been engaged in a comprehensive study of teacher load in over 200 representative accredited schools. Approximately 7,000 teachers' loads are involved in the study. This work has been carried on by a graduate research student at the University of Pennsylvania. It is hoped that the results of the study may provide the basis for a restatement of standards pertaining to teacher load.

The sub-committee on the Secondary School Library and Laboratory has divided its work into two separate projects. A tentative report on school library facilities and service has been presented and the proposals will serve as a basis for the restatement of the standard for the library. The second project deals with the study of provisions for science in secondary schools. This project is being carried on by a special collaborator, Dr. Edward H. Wildman, Director of Science Education in Philadelphia, with the co-operation of other science specialists. The report of this committee is promised for the next meeting of the Commission.

In addition to these research projects, a sub-committee on Standards for Secondary Schools is at work on suggested improvements in the form and content of the present standards. Another sub-committee is charged with the problem of planning a complete revision of Commission Records and Reports which it is hoped will facilitate the gathering of necessary data and provide cumulative record of each school as a basis for the preparation of the annual list.

#### BULLETIN RECOMMENDED

Due to the increasing number of schools on the list and the importance of keeping in close contact with the schools, it was recommended that the Executive Committee consider the advisability of providing a bulletin to be issued at frequent intervals and to be sent to all member schools. Such a bulletin will be especially valuable because of the change in status of the accredited schools after September 1, 1933. After that date, the requirement for membership in the Association will be membership on an accredited list of the Association. All accredited schools will therefore, on that date, automatically become members of the Association. Many schools on the accredited list have had very little contact

with the activities of the Association. Some means of dissemination of information at regular intervals seems to the Commission highly important.

#### INTERPRETATION OF COMMISSION POLICY

The problem of accrediting of evening schools has been raised, and in this connection the Commission passed the following resolution: That it is the decision of the Commission that at the present time it cannot modify its standards in favor of types of schools which do not meet them.

The Commission received from Mr. John Shilling, of the Delaware State Department, a resolution concerning adaptation of standards to meet the needs of schools organized on a 6:6 or 6:3:3 plan. The Commission approved the resolution in principle.

Because of the activity of the Commission on Higher Institutions relative to Athletic Scholarships, the Commission on Secondary Schools went on record as favoring co-operation in any way possible with the Commission on Higher Institutions in the development of a sound policy regarding interscholastic athletics.

#### MISCELLANEOUS BUSINESS

President Marvin (George Washington University), asked that his vote on the recommendations of the Commission on Higher Institutions be recorded in the negative.

#### APPOINTMENT OF REPRESENTATIVES ON THE COLLEGE ENTRANCE EXAMINATION BOARD

(see p. 5)

#### REPORT OF THE COMMITTEE ON NOMINATIONS

(see List of Officers on p. 4)

President Weir C. Ketler (Grove City College), was elected a member of the Commission on Institutions of Higher Education, to fill out the unexpired term of Dean Raymond Walters, resigned.

ROUND TABLE CONFERENCE

Saturday, November 26, 1932

1. SELF-DEPENDENCE AS AN EDUCATIONAL  
OBJECTIVE AT BENNINGTON COLLEGE

President ROBERT D. LEIGH

Rather than attempt a general review of the various educational devices being put into practice at Bennington College, I shall concentrate upon one of the main objectives of the College and upon the means employed to gain that objective.

As a faculty we have been impressed, during the first few months of our operation, by the possibilities and the importance of promoting student self-dependence—of developing mechanisms and influences which, at the college level, change dependent children into self-dependent adults.

This is peculiarly a problem of the American college. True, it is also a problem and opportunity of the secondary school. And I have seen in elementary schools excellent devices and influences for promoting among very young children the attitude of self-dependence. There are some students of American education, notably Mr. Abraham Flexner, who recommend that the college should be limited to those who have already attained maturity intellectually, and that it should treat its members from entrance uncompromisingly as adults. This may properly be called the university attitude toward the problem of teaching. A quite different attitude is revealed in the actual methods of most of our colleges. To weary teachers of generations of college freshmen the university method appears to skip a whole step in the educational ladder. To them the problem is that of teaching children. The machinery employed is familiar to all of us. Tasks are so arranged that the young people under tutelage will acquire knowledge, or if they have no interest in this process, that they will be exposed to knowledge. The college age, it is presumed, is a strategic period for giving youth the knowledge and training to be used later in the active life of adulthood. College becomes in day-to-day practice a sort of prolonged intellectual day-nursery. With this in mind, imparting facts is carefully organized into small blocks of time; there are regular class meetings to which, except for a legal number of absences, students are compelled to come;

there are examinations at the end of stated periods which guarantee a certain minimum of acquisition; grades or units to certify the acquisition; and an adding up of grades for the college degree which becomes the practical student objective. This is machinery for the instruction of children; it provides artificial extrinsic incentives for effort and prolongs dependence upon such incentives.

A third point of view, held by an increasing number of educators, is that the college should adapt its machinery to *children becoming adults*. Facing the American scene realistically they see no advantage or use in assuming the position that college students are already adults. They recognize that in each incoming class there will be some girls and boys from schools where the methods have developed adult behavior and attitude, who have definite and serious intellectual purpose, and that these persons should accordingly be treated as adults. They also know that no device or solution yet developed eliminates at entrance another group made up of children in attitude toward intellectual work and in the control of their own lives. These must be recognized as children and appropriate methods devised for them. The important factor is that practically all are at an age when, with the right influences (and this is perhaps the hidden major premise of my whole argument), they will mature rapidly. And if we grant that these years between eighteen and twenty-one are essentially a period of growing-up, we must admit that much of the orthodox machinery of our first two college years (not to speak here of the upper years), is very poorly designed to accelerate or promote the process.

It is then this objective of changing children into adults, of transforming school girls doing assigned tasks into young women engaged voluntarily in valuable learning, that is a fundamental of the Bennington College program.

To work directly toward such an objective has meant to us paying attention to five major considerations or means of attaining the objective. They are means all of which are in operation in some degree in all colleges. But with us they have been put to the forefront. To adopt them wholeheartedly, as we have done, means to sacrifice other considerations or "principles" which have long predominated in educational thinking. As to whether these principles are worth saving I leave you to decide. But if you really want very much to promote self-dependence in college, if you

want students who will assume, in large part, mature attitudes you can not get the result merely by wanting it and talking about it. You must change existing college arrangements. On the other hand I make bold to assert, on the basis of our very short experience, that if you do make the necessary changes you can, to a surprising degree, get unusual results with eighteen-year-olds in this direction of adult attitudes in college work and life.

The first of the five means which we have adopted is that of selecting for the content of our curriculum material likely to have meaning and significance and, therefore, interest for the incoming students. This principle of selection has, of course, been gaining ground everywhere in the curriculum-making of recent years. But we have put it foremost. Rather than employing the traditional, the historical, the well-organized logical sequences of knowledge, we are selecting material that is likely to have meaning and interest to the young people entering college this fall.

To illustrate: In the Social Studies at Bennington this year—probably this is being done in other places also—study of the economic organization of society has been approached through an investigation of international trade and debts. Now international trade is notoriously one of the most complex, the most difficult branches of economic study. But today it happens to be one close to our daily experiences. Therefore, approaching economics through international trade has yielded most surprising results. Young, economically unsophisticated women have been developing an interest in and comprehension of the complexities of international trade which would have been impossible at another time. It illustrates the truth that young people will voluntarily engage in the study of economics if it relates to something which has meaning in their contemporary experience. And once begun the answers to problems in this and allied fields lead on into the other branches of the subject, all because of the actual interconnectedness of things. In order to take advantage of this principle we must maintain, from year to year, flexibility in the selection of material.

At Bennington, which is now dealing with a Freshman year only, we have taken the modern world as the period for study in every case where *any* historical period is used as a basis for the selection of content. Some people stand aghast at this: I remember the surprise of one of our very good friends who said, "As I

look over the plans and personnel for your first year it seems that you are not teaching history at all." The statement clearly implied a feeling that it was irreverent if not impossible to teach about the world without teaching something called history by a person labelled as a teacher of history. As those of you who have tried it know, if you start teaching about the contemporary world you lead directly into what lies back of it—*viz.*, into history.

An incident occurring at the College last week illustrates the point. One of our better students was engaged in analyzing the elements of French foreign policy as part of a larger group study of the acute contemporary problems of international relations. As if it were a matter of sudden insight she said to her instructor, "Oh, I want to study history, a lot of it. I have never seen anything in it before but names and dates; but now I want to know all about the history of France and other European countries." Here was a girl who came from an excellent school and had taken a substantial amount of school history. No doubt she had read of Louis XIV, Talleyrand, and Metternich and could describe in a neat examination paper the Congress of Vienna or even the Fashoda Affair. But to her all this had meant nothing. Now it helped explain the roots of the French foreign policy of yesterday and today. We are getting, and others will get, conversions like this to the careful, intensive study of the past in so far as we somehow get our students tremendously interested in understanding the intellectual and social problems of our own day.

And so, without further illustration, I should like to make the point that if we are in earnest about having our eighteen-year-olds take adult attitudes toward learning we must, just as far as possible, furnish an initial content which seems significant to them.

The second general means which we have put into practice is that of recognizing individual differences between students. We have gone far, I presume as far as any institution in the country, in working out for every student her own course of study. What we did this fall was to put into every instructor's hands as complete a record as we possessed of each entering student. It included in addition to school grades a great deal of descriptive information gleaned from various sources, including oral interviews with students and parents by the Director of Admissions. These records were in the instructors' hands in time for them to obtain an intelligent preliminary picture of the students to be

advised. Testimony is unanimous that the record was of real value.

Our first week (four working days) was taken up with conferences between students and faculty members on the subject of the work that the student should enter upon. The difference between this registration period and that which usually takes place was that we had no program set down which each girl, with certain limited choices, must undertake. It was not a case of applying to individual cases general decisions which had already been made in faculty meetings months or years before. Each girl was invited to consider with her faculty advisors the studies most important for her development. Every student held a conference of one-half to four hours in length with a faculty member representing each of the major fields in which we offer instruction: the fine arts, music, literature, social studies, science.

In substance, during this week, the faculty was saying and saying again to each of the students: "Here is what we offer. In the light of your needs, your deficiencies, your abilities, and your interests, figure out with us your curriculum for this first year." In many cases, of course, this was being said to girls coming from schools where the opportunity to decide what would really be best for them to do had never before been suggested. I need hardly point out that we got neither sudden nor miraculous conversions in all cases to the essentially adult attitude which such responsibility of choice suggests. We had instances where students in conference with one member of the faculty would say, "Mr. \_\_\_\_\_ (faculty member), said that I should do this." To which the rejoinder would be, "Why did he say you should do it?" and the answer, "Well, I don't know, but he said I should take this work and, therefore, I think I had better do so." This led necessarily to the patient reiteration of the fact that the student must take the responsibility for her own decisions regarding her program of work. It was a very interesting and a highly educational first week—a new, maturing experience to the students and a valuable insight into student attitudes, needs, and desires on the part of the faculty.

Our third means is that of promoting expertness as a way to maturity and self-dependence. You are all familiar with the usual arrangement of the first two college years for purposes of general education and of the last two years for specialized education. The

validity of both kinds of education will be universally admitted. But we are not at all sure that the mechanical division into two equal periods will most desirably produce the transition from generalized to specialized work or that, indeed, such a transition from one to the other in successive years is desirable. At Bennington when our entering student has a specialized interest and wishes to do so she begins work on it immediately. I believe that before college entrance, in our better secondary schools, there will eventually be provision in the curricular arrangements for students to follow their special bents. We have already found, as others have found, that it is a sound basis for learning to work responsibly as an adult, rather than artificially as a school child. Furthermore, our special experience thus far confirms the general observation that a student with narrow interests living in close contact with other students enthusiastically following other interests, is led to a broadening rather than a narrowing of interest. We shall provide as late as the Senior year for students wishing to do work outside their major fields. Thus we shall have specialized and general interests accompanying one another, with varying degrees of emphasis, throughout the four college years.

A fourth principal means of promoting self-dependence is the recognition of student activity as a normal and essential part of college work. By abolishing units, grades, and course credits as measures of serious accomplishment we have opened the way for a union of theoretical study—of reading and listening—in the great fields of human achievement and skill with activity in those fields. Usually these are sharply separated into curriculum work and extracurriculum activities upon which the faculty and the students place divergent evaluations. We have found that by setting up objectives of accompaniment in a field as our test of promotion there is no such thing as curriculum activity separated from extracurriculum activity.

I must confess that there are two difficulties in the way of this desirable fusion of aim from which we are accidentally free. One is that being a woman's college we do not have intercollegiate athletics and can organize sports as a reasonable, modest, and proper part of physical activity. Secondly, because we happen to be in the group of eastern women's colleges which have wisely eliminated sororities we do not have their exciting trivialities to compete with natural social development on the campus. The

remaining major student enterprises—dramatic, literary, and self-governing—are carried on in such a way that they normally and easily combine with serious study in these fields. And they make much more feasible the enlistment of students in voluntary serious study.

A fifth means that we believe to be important in helping students grow up intellectually is that of taking into account the whole personality rather than the intellectual side only. In our eleven short weeks of experience we have found that when the occasional student does not take a reasonably responsible attitude toward her college work the explanation more often than not is to be found elsewhere than by consulting her previous grades and by noting her I. Q.

We find at least three typical emotional difficulties standing in the way of an adult attitude and responsibility. The first is that where the parents are trying, after their daughters have left home for college, to dominate them, to continue treating them as infants. We have had examples of parents attempting to make curricular programs for their daughters on the basis of the most foolish prepossessions. We have had students quite voluntarily taking up studies for which they were not fitted in order that they might carry out the thwarted or unfulfilled ambitions of fathers or mothers. And by coming to know the situation and working out a transfer to fields representing real interests of the student herself, we have had students with no evidenced interest or industry transformed into interested, industrious workers.

Again, we have found students whom the faculty, during the first days described as "dumb" and who thought themselves dumb, transformed into eager, able workers by locating the trouble as that of having a *very* bright older sister. As her sister was so very bright, the student, to establish herself as somebody in the world, thought she must be *very* something else. By helping her to face the facts and to see the basis of her attitudes these students are surprised to find that they also have minds and need not fear the effect of this discovery on their personalities.

Then we have the problem of adjustment to a new competition for leadership. This situation, common to every higher institution, is created by young people coming to college who are leaders in the school back home, who are somebodies, finding in the new environment that their leadership is not recognized in

competition with classmates of more immediately recognizable or greater ability. Often the result is an unrealistic, non-adult attitude toward college work. A student will try to be somebody by going in opposition to the accepted ways—to be “leaders” in the sense only of being noticed or to be labored with by the accepted college leaders.

Thus we find that where a student is not measuring up to her responsibilities we do not necessarily change her into one who will accept responsibilities by “making” her work harder or by setting up new artificial standards. In more cases than we have realized in the past the trouble is not because the student is “dumb” (especially where a selective process of admissions is in force), nor because she has no intellectual interest, but because she is in emotional difficulty. And if we can know her well enough to get at the root of the trouble, helping her to face the facts of her situation, we have a promising means of developing an adult attitude and behavior.

This is a very general statement of one of the major objectives of Bennington College and the five means of realizing that objective. Knowing the risk of being considered a propagandist rather than an honest student of education when I generalize on the basis of our few months of experience, I nevertheless hazard the statement that any college, or senior secondary school which puts these five ideas to the forefront and organizes its life on the basis of them, will find, as we find, that you can eliminate deans who take attendance records and devise academic punishments for unauthorized or excessive absences, that you can pay practically no attention to grades, units or credits, and that given a group of young people with reasonably good intellectual ability you will find that they will work voluntarily, faithfully, and enthusiastically on worthwhile undertakings. Our short experience, it seems to me, definitely challenges the more orthodox methods of conducting the first year or two of college work.

Some people will say “Your program is possible in small and expensively-staffed institutions only.” But to my mind our program is not at all related to the size of the student body; nor is it to be condemned off-hand as essentially expensive. It is too early to speak of the comparative cost of instruction under our program. On the favorable side is the hope that the need of class engagements is reduced as the students become more self-dependent in

their work. But the real question is not how much is spent per year per student for instruction, but rather how much in the way of permanent educational result you get for what you spend. If you can with a certain program produce important changes in the attitudes of students so that they can more readily work by themselves you may be getting more dollar for dollar by a larger two-year investment than a smaller, less effectual four-year investment. It is the educational result, not the college degree that counts.

CHAIRMAN GUMMERE: We hope very much some questions will be asked of Dr. Leigh. The meeting is open for discussion. I know there are some concrete things that we would like to ask him.

DR. HERRICK: I will raise one question. Under the fourth head, the conception of activity, I would like frankly to interpose a question and raise an issue as to whether activity may be considered education, or whether the investment in activity is in itself an assurance that we are getting an educational result that would be warranted in proportion to the amount of activity in which the students might be engaged.

DR. LEIGH: I should have qualified "activity" by the phrase "worth-while." A great deal that has gone on in our schools and college under the term "extracurricular activities" has not been worth-while. But if a major object of our colleges is habituating youngsters to worth-while adult activity then "activities" in college are important. The students have in the past devised activities without very much help from faculties, largely as an unconscious desire for a balance to the passive academic life of reading, listening, and talking. Without grades or units of credit to interfere and in our new situation, we are able to co-ordinate activity and organized enterprises with study in such fields as dramatics, publications, and student government as mutually valuable parts of serious college work.

DR. LESLIE JONES: Two questions occur to me: It was for a number of years my duty to advise freshmen about their programs of study. In most cases, they look over the catalogue, fumbled around for a while and then came and asked what they should take. Aren't you presupposing on the part of these students a degree of intellectual maturity which a great many freshmen do not have?

Another point. We like to think that when a student starts working in one field he will find that he needs certain things and will get them. Yet those who are interested in the development of law and engineering have said time and time again that their students have too narrow a preparation, that they study the subjects required for admission to the profession and neglect others, even those closely related.

PRESIDENT LEIGH: First, as far as selection is concerned we have consciously aimed at obtaining the best possible students. We are not experimental in the sense of seeking for a Freshman Class a fair or typical sampling so that we might say what we do others may do. Furthermore we have put strong emphasis on students with serious intellectual or artistic interests. But as far as I can assess it, our Freshman group, in native intelligence and background, represents pretty much the common run of young women attending the older eastern colleges. So that I don't believe that what our freshmen do would be substantially different from what other freshmen groups would do in similar circumstances.

The first comment that I have as to the problem of students without definite intellectual interests that can be tied to, is that the colleges have prevented the schools from developing these interests by insisting upon a very artificial type of education in preparatory school. We find that the degree of maturity which our young people have, their ability to work by themselves (and I will be able to present this statistically at the end of the year), has a very direct relation to the kind of school they have been going to. In other words, the term, "progressive school" has come to have significance with us in the attitude which youngsters have towards their work. And so it seems to us that the maintenance of a certain technique does have effectiveness. One reason why the common run of young people coming to college are not very mature intellectually and do not have real interests, is because the schools haven't done their job. If the schools haven't done their job, someone will say it is because the colleges haven't let them. I agree, and I think that emphasis in admissions offices not on the question "Have you done these things well enough to pass?" but "Has this youngster intellectual interest?" would be a very good way of developing more mature attitudes in the schools, and consequently in the colleges.

As to what we are actually doing at the registration period, ours is not an elective curriculum, but one which is individually prescribed. I have used the term "prescription" because the power exists on the part of the faculty member who is the girl's counselor at the beginning to say what she shall take. As far as I know, in the eighty-seven cases, there was nothing that could be called prescription. The actual process is one of agreement after discussion.

The answer to the query as to whether the work will be more intelligently elected by the students than is the case where they are "exposed" to a curriculum made at a faculty meeting, is answered only by what actually results. Our young people have chosen surprisingly well. Their programs have more breadth than one might think would result from such a process. I have sat in many faculty meetings where curricular subjects have been prescribed and I know that often the result doesn't represent the general wisdom of the faculty; it represents to some degree the voting power of certain departments. To my mind there is very little wisdom in some of the things that are retained as requirements by large departments with large voting power. The real contrast is between that kind of prescription and the kind of prescription where an individual faculty member, checked by three or four others, sits down in conference with the student to figure out that student's whole range and plan of study. The faculty member is not the student's departmental advisor only, he advises with regard to the whole college program, which means that he does feel an obligation to know about the general program. In our particular enterprise we found the faculty engaging in continuous interchange as to what was being done in various fields and how that would fit a particular student's needs. Dr. Meiklejohn's plan of having a faculty which attempted to teach all the work of a single year was perhaps straining the possibilities of academic versatility. But I think the minimum versatility required, if we are going to have good college education, is that of having faculty members understand the general purpose and content of work outside their own fields. There are people who would be skeptical about such a possibility. I am not at all skeptical about it. I am sure that having faculty members learn about their whole curriculum and advising students about it can be carried out practically in almost any institution, at least after

a period of years when perhaps certain members of the faculty are moved over into the graduate school where they belong, and others who are interested in the teaching problem are brought in.

As to whether the heads of law and engineering schools are right in thinking that the present college training is too narrow—of course, they may or may not be correct in their diagnosis. I should merely like to say that the kind of program we are setting up will produce no more narrow student, no more specialized student, than that of the existing curricula. In saying this I am looking beyond taking courses to the test of things really learned. The required course in physics taken by a freshman without conscious choice or interest, hasn't much to do with what the engineering school really wants. We so often leave out of account the tremendous power and rate of forgetting in education. It is what the student does with interest and a sense of its significance that resists the power of forgetting. I don't know whether engineering schools and law schools are asking for that type of learning. But I think the result of four years of work at the kind of college where you are guided by the faculty reasonably within the lines of your interests and within the line of your needs, leads to as broad resultant learning as the present one.

## 2. LIBERALIZATION OF ENTRANCE REQUIREMENTS AT THE UNIVERSITY OF PENNSYLVANIA

KARL G. MILLER, Director of Admissions

In attending the meetings of this Association, a year ago, I was particularly impressed by the repeated demands for closer co-operation between the secondary school and the college. Emphasis was placed both on continuity of curriculum and on facilitating the transition from school to college by the virtual elimination of artificial entrance requirements.

In his opening address, Dr. Rule described the experimental project in certain schools in the State of Pennsylvania which was made possible by the co-operation of the colleges in agreeing to dispense with technical entrance requirements in accepting members of the experimental group.

Principal Lewis Perry told how the recent developments at the Phillips Exeter Academy are intended to prepare students for the vital intellectual life of the college rather than for College Board Examinations.

Dean Hawkes emphasized the fact that in admitting a student the college asserts that the youth is worth educating and will profit by the kind of educational opportunity offered by that particular institution.

President Lewis again expressed his belief that a commission should be appointed by the government to survey the entire field of the relationship of schools and colleges with particular reference to preparation for college and college entrance.

Dr. Lester stressed the importance of making provision for the boy of clearly and exceptional one-sided development.

President Robertson described the arrangement by which graduates of the Baltimore curriculum for accelerated students enter Goucher College and Johns Hopkins University with advanced standing.

Dean Park, in his description of the co-operative relationship between the University of Buffalo and the secondary schools of that city, summarized the whole problem in the following words: "It is perhaps inevitable that the colleges as a group and the schools as a group will never be able to reach a complete agreement on the question of college entrance, but, from

the college point of view, it is not necessary to await a declaration of independence or a bill of rights from the schools. This the college may well anticipate, granting practical autonomy to those secondary schools in which they have confidence—not only allowing, but encouraging the schools to train students in their own way in methods of self-directed study instead of setting up requirements which make such methods impossible. In other words, this country can never have a completely integrated school system until boys and girls can pass almost as readily from high school into college, on the basis of work planned for them by the school, as it is possible for boys and girls to pass from one grade to another within the school itself.”

These statements, together with many others which might be quoted from the Proceedings of the Forty-fifth Annual Convention of this Association, were of particular interest to me a year ago because I had just placed in the mails a letter addressed to the principals and headmasters of some two thousand secondary schools announcing a change in the entrance requirements of the University of Pennsylvania which seemed in surprisingly close accord with the sentiments of many of the speakers. This letter, dated November 25th, read in part as follows:

“The new regulations give fuller recognition to the college guidance programs which have been developed so remarkably by the secondary schools in recent years. In selecting for our student body candidates who are personally acceptable and physically sound as well as mentally capable, we are convinced that the strong positive recommendation of the school, based on continued contact with the pupil over a period of years, is of major significance. We believe that the time has come to eliminate from our entrance requirements all arbitrary divisions of the graduating class, and to place less emphasis on the results of entrance examinations for which the candidate has frequently received no special preparation.

“In the future we will not require a candidate to take regular entrance examinations if you are willing to take full responsibility for his admission. If you recommend a candidate as to personality but do not wish to certify his admission, we will give him the opportunity to qualify by

passing entrance examinations in four senior subjects or in such particular subjects as you may suggest. We shall continue to require every candidate to take the Scholastic Aptitude Test as a check on admission by certificate."

In order to make clear the significance of this change in requirements it is necessary to explain that since 1926, when it was first offered, we have required all candidates to take the Scholastic Aptitude Test of the College Entrance Examination Board. The test has proven a most valuable admission instrument, demonstrating for example that a candidate who presents a mediocre preparatory record, but who makes a high rating on the test is a better college risk than the student who ranks high in his graduating class, but makes a low score on the test. No entrance examinations others than the Scholastic Aptitude Test were required if the candidate had ranked in the highest quarter of the graduating class in an accredited secondary school and was fully recommended by his principal. If not in the highest quarter, "New Plan" entrance examinations in four senior subjects were required in addition to the Scholastic Aptitude Test.

From the first, difficulty was encountered in administering the highest quarter regulation. Certain private schools, all of whose graduates were planning to enter college, considered the regulation discriminatory. Candidates whose final average placed them a fraction of one percent below the highest quarter were specially recommended for exemption from the examinations. Others whose senior record had been affected by illness, or who had been overburdened with school activities were the recipients of special dispensations upon the recommendation of the school.

As experience accumulated, it became more and more evident that our decisions were being based on the recommendation of the principal or headmaster rather than on rank in the graduating class. Increased confidence in the Scholastic Aptitude Test was also a factor in the adoption of the entrance requirements as announced just a year ago. The elimination of any arbitrary division of the graduating class now makes it possible to consider each application on its own merits in competition with others who wish to enter the same undergraduate course. Technical regulations have been reduced to a minimum and favorable action on an application for admission actually carries with it the tacit belief

that, in the words of Dean Hawkes, the "boy is worth educating and will profit by the kind of educational opportunity offered by the institution."

The operation of the present system is described in our Admission Bulletin in the following paragraph:

"In selecting the entering class, the Committee on Admissions has before it a complete transcript of each candidate's school record, definite information as to his rank in the graduating class, and a confidential statement from the principal or headmaster as to his character, personality, and probable success in the course which he desires to enter. In addition, there is the score on the Scholastic Aptitude Test and the results of such other entrance examinations as may have been necessary. In arriving at its decisions, the Committee is greatly influenced by the principal's recommendation. In filling the restricted freshman quotas, those candidates are selected whose credentials are most generally satisfactory and give greatest promise of college success."

Dean Park has suggested that the colleges should grant "practical autonomy to those secondary schools in which they have confidence." Unfortunately it is still too early to make a definite report as to the success of our venture in this direction. Even though the present Freshman class has not had an opportunity to establish a significant college record, it is nevertheless possible to examine the composition of the group admitted under the new regulations in comparison with the class which preceded. In presenting this analysis, it should be mentioned that the number of applications for admission was reduced by almost ten percent due to the depression, and that a considerable number of those approved were forced to cancel their admission because of financial difficulties. In spite of the adverse conditions, a total of 985 freshmen entered our six undergraduate schools as compared with 915 in the preceding class.

The selection of a larger freshman class from a smaller number of applicants might well indicate a lowering of standards. This impression seems to be borne out by a comparison of relative rank in the graduating class as shown by the two groups. Approximately 60 percent of those admitted a year ago were recruited from the highest quintile of the graduating class in their respective

preparatory schools. The second quintile contributed 25 percent and the middle quintile 10 percent. The present Freshman class entering under the new requirements shows a loss of about 10 percent in the highest quintile and a corresponding gain in the middle quintile. There has been no significant change in the small group entering from the fourth and lowest quintiles. However, the shift of 10 percent from the first to the third quintile can certainly be interpreted as a lowering of entrance standards.

This conclusion is not so evident when a comparison is made of the methods of admission. A year ago, 77 percent of the freshman class were admitted without any examinations other than the Scholastic Aptitude Test. In other words, 77 percent either ranked in the highest quarter of the graduating class or were specially recommended for exemption from entrance examinations. This year, with the highest quarter requirement eliminated, only 73 percent qualified without entrance examinations. This means that when the responsibility is placed on secondary schools, the group entering without examinations is actually reduced by 4 percent. Obviously, the schools have shown no disposition to take undue advantage of the greater freedom in certification.

In June, 1936, when the collegiate record of the present freshman class has been completed, it may have become all too evident that their preparation was inadequate and that the experiment of 1932 was a failure. However, the scrutiny of school records and recommendations, the impressions of personal interviews and the favorable, though perhaps, premature comments of the faculty, lead me to the belief that the class of 1936 is the best class that has entered under my aegis. If my judgment is borne out, our experiment at Pennsylvania will serve as evidence that the wiser course for the colleges is to eliminate technical entrance regulations in so far as possible and place the greatest confidence in the well-considered and significant recommendation of the secondary school.

### 3. OUR OBJECTIVES

President ROBERT C. CLOTHIER, Rutgers University

Your kind applause reminds me of a remark a friend of mine made under similar circumstances, when he reminded his audience that applause before a speech is faith, applause during a speech is hope—and the greatest of these is charity.

It is not my intention to speak at length. I have listened with great interest to what Dr. Leigh and Dr. Miller have told us. They have both made real contributions in the field of educational method and technique and I have been privileged in hearing them. So far as I am concerned I find myself hampered in my work because I find that there are so many trees to look at that I have difficulty in seeing the woods. I try to get away from the trees far enough to see what the woods look like. This morning my contribution to the discussion will be a modest one and will not have to do with method; rather I would like to invite you to join me in a hasty review of where it is we are going. I would like to talk about our objectives.

We are living in a difficult age. We have wealth. We have knowledge, a deeper and more profound knowledge, I suppose, than any previous generation has ever had. We have achieved a technological wizardry which is performing daily miracles in our factories. Our physicians have made greater progress within the last thirty years than has ever been made before in the history of medicine; many diseases which formerly threatened our homes are brought under control and even those obscure diseases of the mind which we used to discuss only with hushed voices, as centuries ago people used to discuss witchcraft and the black arts, have been brought out of the realm of the weird and the occult into the realm of scientific diagnosis and treatment.

In international relationships there seems to have developed a prejudice against war as an instrument of governmental policy; machinery exists for the adjudication of national differences and for the promotion of international good will.

And yet in spite of all these advantages, the times still seem to be out of joint. Side by side with great wealth we have stark poverty, due in part to the fact that as supposedly intelligent men we have not solved the problem of distribution. Uncontrolled

production resulting from the nation's traditional philosophy of rugged individualism, has resulted in cut-throat competition and surplusages of goods in a country in which millions of people are in hunger and need. We have the spectacle of ten million men, able and eager to work, going unemployed in a country which has great work to do. We are carrying throughout the world an increasing burden of armaments, and if we are candid we will admit that war today is more of a possibility than apparently it was in June, 1914. We have political corruption, a circumstance which challenges the civic conscience of the average citizen.

Too much have we suffered from hysteria, in that when things are good as they were from 1926 to 1929, we lose our heads and jump on our horses and ride off rapidly in all directions, engaging in uncontrolled programs of expansion based on unreasoning optimism; then when the reaction comes and when times are bad, we seem to lose heart and run to cover; we lose anything resembling that courage which you recall the Romans showed when the hosts of Hannibal were encamped outside the city walls and the land on which the Carthaginian hosts were encamped sold at one hundred cents on the dollar on the Roman exchange. And we have been accused, probably with good reason, of placing our emphasis on materialistic values and losing sight of those spiritual values which are so essential to a sound philosophy of life.

I would not presume, especially in this company, to suggest the solution to this difficulty. It is the job of the sociologist, of the economist, of the industrialist, of the politician, of the statesman, of the clergyman; it is overwhelmingly, in the long run, the job of the educator.

With your permission I would like to speak briefly on what seems to be the contribution of our schools and colleges and universities toward this problem. Of course we look to our schools and colleges to turn out the *great men*, the Owen Youngs and the Parker Gilberts and the Edwin Kemmerers and the other geniuses who are our generals in the field of thought. But at the moment I am interested not in these great men but rather in the thousands and perhaps the millions of superior men who are not themselves geniuses but who are going to set the moral and political tone of this country in years to come and whose opinions are going to constitute the nation's judgment.

Throughout the history of education I suppose it is quite natural that our first emphasis should have been placed upon the intellectual development of the student, because after all, "As a man thinketh, so is he." We need men who can think straight, think accurately, analyze the factors in a situation sanely and bring them together to form true conclusions. It is interesting to note that with the exception of physical measurements, the only objective measurements we have in the field of all-round personality are those of intellectual capacity. We seem to have no objective measurements of such things as spiritual growth or gentlemanliness or freedom from provincialism or sense of social and moral obligation.

We have no objective methods of measuring a man's stature in such ways as these. And yet developed maturity in these aspects of the individual's personality also serves to complete the education of a man. If it is our responsibility to develop our students to the maximum of their individual capacity for growth, we must pay greater heed to those other sides of the students' personality than we have in the past.

After all, intellectual power, unless it is controlled by character—and by character I do not mean a passive uprightness, but an aggressive intolerance for anything unworthy—may constitute more of a social menace than it does a social asset. A friend of mine who lives in Pittsburgh wrote me recently that in his judgment, ability uncontrolled by character is apt to do more harm than good in the world.

It seems to me that we must not relax in the slightest our emphasis on the training of the individual in intellectual capacity, but that we must recognize that beyond that there is something more, and that we must assume as our solemn trust the building of our students, not in intellect alone, but in all-roundedness. And stated briefly, I should say that this all-round person whom we should be trying to turn out, is a person who in addition to being able to think straight, is able to *feel* straight. That is, he must not be guilty of indifference on things that are worth-while. He must have conviction and purpose, because after all, men's actions are controlled more by what they feel than by what they think.

In the second place, it seems to me that society has the right to expect the educated man and the educated woman to have a personal sense of social obligation, to stop thinking in terms of

"me and mine," and to begin thinking in terms of "us and ours," to engage in political life or at least to exercise some influence upon the political society in which he lives. I am thinking of those young men of Harvard—I think they were Harvard men—who dedicated their lives and their efforts during the past few years to finding the data on which Al Capone could be convicted. They were called "The Untouchables," a designation which has come to have honor in the same sense in which the designation, "The Contemptibles," had for that first hundred thousand of Great Britain in 1914. Unless our colleges turn out men and women who are prepared to devote their increased intellectual powers, not to personal and selfish aggrandisement, but in some way to influence the society in which they live for the better, then I don't know what right our universities and colleges have to exist.

In the third place, we have a right to expect our men and women who call themselves educated to have an attitude of friendliness (and I use the word without any technical interpretation at all) and with that friendliness, the instinctive courtesy that goes with it; this implies open-mindedness, and the willingness and the ability of a man to sit down and argue a subject which is charged with dynamite, without rancor, with someone whose opinion differs diametrically from his.

In the fourth place, society has the right to expect the educated man to have the code of a gentleman, which means an impatience with anything underhanded, and a ruthless intolerance with the creed of the four-flusher. We have the right to expect the educated man to put into this world what he gets out of it, if not more. Society has a right to expect the educated man to have an appreciation, if you will, of the simple and homely virtues of moderation and honesty and generosity and thrift, and that kind of courage which I attempted to illustrate a few moments ago.

And finally, we have the right to expect this man who calls himself really educated and consequently well-rounded, to have a sense of spiritual and religious values (regardless of creed or doctrine, which is a matter of his own conscience), to have a reverent sense of his relationship to this incredible universe in which we live.

I was running over some historical documents the other day, and I came across this paragraph, which was written by the Board of Trustees of one of our old colonial colleges in 1752. The

trustees were attempting to define the purpose of this college. This text is liberally sprinkled with capitals, as manuscript used to be in those days.

"It will suffice to say that the two Principal Objects the Trustees had in View were Science and Religion. Their first Concern was to Cultivate the Minds of the Pupils in All those Branches of Erudition which are generally taught in the Universities abroad. And to perfect Their Design, Their next care was to rectify the Heart by inculcating the great Precepts of Christianity in order to make them good Men."

I can't help but think that in those few words this whole philosophy which I have been attempting to set forth is better expressed by far than I can express it. In short, if we are to solve the social and economic problems of today, we need a national point of view—or philosophy, or wisdom, as you will—built up of the composite points of view of millions of men and women who possess such qualities as these *as well as* intellectual capacity. This, I think, is the responsibility of our schools and our colleges and our universities; the creation of an intelligent leadership and an intelligent followership. There is no method I can suggest, no tricky technique, by which these ends can be achieved. I am old-fashioned, I suppose, in my belief that the heart of the whole educational process lies in an intimacy of relationship between the teacher and the pupil. I believe that if we can build up over the years faculties which even more than today constitute men and women who develop this intimacy of relationship with their students, and combine with it that power to inspire which will take the classroom experience out of the realm of drudgery and into the realm of adventure—if we can create great faculties of great men and women who can do this kind of thing and yet exemplify in themselves these qualities which I have attempted to enunciate, and communicate them not only by precept but by example to their students, then I think that we shall come more closely to discharging this trusteeship.

Dr. Leigh has spoken of the relationship between so-called extracurricular activities and the classroom experience, and I heartily agree with him. It would be unfortunate, it seems to me, if an institution were to allow itself to drift into the illusion that what takes place in the classroom is education and what takes

place outside the classroom is not. It seems to me that everything that goes to make up the student's life on the campus of a school or a college or a university is (or should be), part of the educational process, and that campus activities should be controlled and directed and inspired in such a way that they will serve the student's increasing maturity rather than simply serve as an outlet for youthful energies. This applies to athletics, it applies to drama, it applies to editorial work. It applies, I think, to all aspects of the student's life, whether it be in fraternity houses or whether it be in dormitories or on the athletic field or in the university chapel itself.

In conclusion, I feel that our task very largely is to integrate all these agencies into an influence for the further development of our students, not only in intellect, but in these other qualities which we take and roll around and jumble together and call character. Everything we do contributes or fails to contribute to that end. I can't help but think of an experience that Dr. Bowman, who is Chancellor of the University of Pittsburgh enjoyed. You may be familiar with the tall building which they are erecting, a beautiful, towering building of stone called "The Cathedral of Learning." He walked in one day and found several men, who, to his untrained eye, were doing nothing other than chipping stone away with mallets and cold chisels. He was interested and spoke to the first man and said, "What are you doing?" And this man, with a gesture of impatience, said, "I'm chipping stone. Can't you see?" He went up to the second man and said, "What are you doing?" He said with a grin, "Working for five dollars a day." He went up to the third man and said, "What are you doing?" He said, "I'm helping to build the cathedral."

Now we may all be, in fact, I know we all are, just chipping stone. But in the measure in which we integrate these isolated actions of ours with the ultimate purpose which we are trying to serve, it seems to me that we shall more fully fulfill our solemn trusteeship.

## DISCUSSION

Dean Julian Park (University of Buffalo), explained that by autonomy for schools he had in mind almost complete freedom in subject matter presented for admission to college. He questioned whether, in large urban high schools, it is possible for administrative officers to give very considered judgments of individual students.

Dr. Miller spoke in reply of the co-operation he had received from college guidance officers in Philadelphia high schools, and of the tendency of such large schools to protect themselves by basing their recommendations upon certificate grades. His office has retained the scholastic aptitude test as a check, and the recommendation of a school is not final assurance that a student will be accepted by the University of Pennsylvania.

## LIST OF MEMBERS, 1932-1933 \*

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Abington High School .....	Abington, Pa. ....	J. C. Weirick
Academy High School .....	Erie, Pa. ....	C. W. McNary
Academy of the Holy Child....	Philadelphia, Pa. .... (3833 Chestnut St.)	Mother Mary Cornelia
Academy of the Holy Cross...	Washington, D. C. .... (2935 Upton St.)	Sister M. Diego
Academy of Mercy.....	Philadelphia, Pa. .... (Broad & Columbia Ave.)	Sister M. Raphael
Academy of the New Church...	Bryn Athyn, Pa. ....	Rt. Rev. N. D. Pendleton
Academy of Notre Dame.....	Philadelphia, Pa. .... (206 S. 19th St.)	Sister Julia Stanislaus
Academy of the Sacred Heart..	Eden Hall, Torresdale, Pa.	Mother Lucas
Academy of St. Elizabeth.....	Convent Station, N. J. ....	Sister Mary Agnes
Adelphi Academy.....	Brooklyn, N. Y. .... (282 Lafayette Ave.)	Lloyd W. Johnson
Adelphi College.....	Garden City, L. I., N. Y..	Frank D. Blodgett, LL.D.
Albany Academy.....	Albany, N. Y. ....	Islay F. McCormick, Pd.D.
Albany Academy for Girls....	Albany, N. Y. ....	Miss Margaret Trotter
Albright College.....	Reading, Pa. ....	J. W. Klein, Acting President
Alcuin Preparatory School....	New York City ..... (11½ W. 86th St.)	Miss Grace H. Kupfer, Miss Blanche Hirsch
Alfred University.....	Alfred, N. Y. ....	Boothe C. Davis, Ph.D.
Allegheny High School.....	Cumberland, Md. ....	G. F. Reiter
Allegheny College.....	Meadville, Pa. ....	William Pearson Tolly
Allegheny High School.....	Pittsburgh, Pa. ....	V. S. Beachley
Allentown High School.....	Allentown, Pa. ....	Daniel W. Hamm
Allentown Preparatory School..	Allentown, Pa. ....	Irvin M. Shalter
Alliance College .....	Cambridge Springs, Pa....	Stephen Mizwa
Altoona High School.....	Altoona, Pa. ....	Levi Gilbert
Ambler High School.....	Ambler, Pa. ....	E. E. Kerschner
Ambridge High School.....	Ambridge, Pa. ....	N. A. Smith
American University.....	Washington, D. C. ....	Lucius C. Clark, D.D.
Aquinas Institute.....	Rochester, N. Y. ....	Joseph E. Grady
Armstrong Technical High School .....	Washington, D. C. ....	G. David Houston
Arnold School.....	Pittsburgh, Pa. .... (400 S. Braddock Ave.)	Charles W. Wilder
Asbury Park High School.....	Asbury Park, N. J. ....	C. S. Huff
Ashland High School.....	Ashland, Pa. ....	Maud M. Prichard
Atlantic City High School.....	Atlantic City, N. J. ....	Henry P. Miller
Atlantic Highlands High School	Atlantic Highlands, N. J..	Herbert S. Meinert
Audubon High School.....	Audubon, N. J. ....	Miss Grace N. Kramer
Augustinian College of Villa- nova .....	Villanova, Pa. ....	Rev. James H. Griffin
Avalon High School.....	Pittsburgh, Pa. ....	S. T. Perley
Avon-Grove High School.....	West Grove, Pa. ....	Hugh C. Morgan
Balboa High School.....	Panama Canal Zone .....	John L. McCommon
Baldwin School.....	Bryn Mawr, Pa. ....	Miss Elizabeth F. Johnson
Baltimore City College.....	Baltimore, Md. ....	Frank R. Blake, Ph.D.
Baltimore Polytechnic Institute.	Baltimore, Md. ....	Wilmer A. DeHuff
Barnard College .....	New York City .....	Miss Virginia C. Gildersleeve
Barnard School for Boys.....	New York City ..... (4411 Cayuga Ave.)	William Livingston Hazen
Barnard School for Girls.....	New York City..... (554 Ft. Washington Ave.)	Theodore E. Lyon

\*Members are requested to send the Secretary notice of any changes to be made in this list. The only degrees printed are those of the doctorate, in order to insure correct addressing.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Barringer High School.....	Newark, N. J.....	Raymond B. Gurley
Batavia Junior-Senior High School .....	Batavia, N. Y.....	Howard D. Weber
Battin Senior High School.....	Elizabeth, N. J.....	William M. Duncan
Bayonne High School.....	Bayonne, N. J.....	Francis A. Brick
Bay Ridge High School.....	Brooklyn, N. Y..... (4th Ave. & 67th St.)	Kate E. Turner
Bay Shore High School.....	Bay Shore, N. Y.....	George H. Gatje
(Miss) Beard's School.....	Orange, N. J.....	Miss Lucie Beard
Beaver Falls High School.....	Beaver Falls, Pa.....	J. Roy Jackson
Beaver High School.....	Beaver, Pa. ....	David H. Stewart
Bellefonte Academy .....	Bellefonte, Pa. ....	James R. Hughes
Bellevue High School.....	Pittsburgh, Pa. ....	J. Nelson Mowls
Bennett High School.....	Buffalo, N. Y. ....	Charles Elbert Rhodes
Bennett School of Liberal and Applied Arts.....	Millbrook, N. Y.....	Miss Courtney Carroll
Bensalem Twp. High School...	Cornwell Heights, Pa.....	S. K. Faust
Bergen School for Girls.....	Jersey City, N. J.....	Miss Louise W. Moora
Berkeley Institute.....	Brooklyn, N. Y..... (185 Lincoln Place)	Miss Ina Clayton Atwood
Berkeley Irving School.....	New York City..... (309 W. 83rd St.)	William H. Brown
Bernards High School.....	Bernardsville, N. J.....	W. Ross Andre
Bethesda-Chevy Chase High School .....	Chevy Chase, Md.....	Thomas W. Pyle
Biglersville High School.....	Biglersville, Pa. ....	Charles I. Raffensperger
Birmingham School for Girls...	Birmingham, Pa. ....	Alvin R. Grier, Jr.
Blair Academy.....	Blairstown, N. J.....	Charles H. Breed
Blairsville High School.....	Blairsville, Pa. ....	Boyce L. Gumm
Bloomfield High School.....	Bloomfield, N. J.....	J. E. Poole
Bloomsburg High School.....	Bloomsburg, Pa. ....	W. W. Baker
Blythe Twp. High School.....	New Philadelphia, Pa..... (Silver Creek P. O.)	T. Raymond Gibbons
Bogota High School.....	Bogota, N. J.....	E. E. Purcell
Boonton High School.....	Boonton, N. J.....	C. E. Boyer
Bordentown Military Institute..	Bordentown, N. J.....	Col. Thomas D. Landon
Bound Brook High School.....	Bound Brook, N. J.....	G. Harvey Nicholls
Boyertown High School.....	Boyertown, Pa. ....	George B. Swinehart
Boys' High School.....	Brooklyn, N. Y..... (832 Marcy Ave.)	Alfred A. Tausk
Bradford Senior High School..	Bradford, Pa. ....	George E. Schilling
Brearley School.....	New York City..... (610 E. 83rd St.)	M. Millicent Carey
Briarcliff .....	Briarcliff Manor, N. Y....	Miss Alice Rice Cook
Bristol High School.....	Bristol, Pa. ....	Warren P. Snyder
Brooklyn Preparatory School...	Brooklyn, N. Y.....	Rev. John M. Jacobs, S.J.
Brooklyn Technical High School	Brooklyn, N. Y.....	Albert L. Colston
Brookville High School.....	Brookville, Pa. ....	William H. McIlhattan
Brothers College of Drew University .....	Madison, N. J. ....	Frank G. Lanhard
Brown School .....	Schenectady, N. Y. .... (1184 Rugby Road)	Miss Angie H. Sturgeon
Bryant High School.....	Long Island City, N. Y....	James P. Warren
Bryn Mawr College.....	Bryn Mawr, Pa.....	Miss Marion E. Park, Ph.D.
Bryn Mawr School for Girls...	Baltimore, Md. ....	Miss Amy Kelly
Bucknell University .....	Lewisburg, Pa. ....	Emory W. Hunt, D.D.
Buffalo Seminary.....	Buffalo, N. Y.....	Miss L. Gertrude Angell
Burlington High School .....	Burlington, N. J. ....	Miss Elizabeth A. Ditzell
Bushwick High School.....	Brooklyn, N. Y.....	Milo F. McDonald, Ph.D.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Calhoun School.....	New York City..... (309 W. 92nd St.)	Mary E. Calhoun
Calvert Hall High School.....	Baltimore, Md. ....	Brother E. Vincent
Camden High School.....	Camden, N. J. ....	Miss Clara S. Burrough
Canisius College.....	Buffalo, N. Y. ....	F. X. Dougherty, Dean
Canisius High School.....	Buffalo, N. Y. ....	Rev. Albert C. Roth
Cardozo High School.....	Washington, D. C. ....	R. N. Mattingly
Carlisle High School .....	Carlisle, Pa. ....	J. W. Potter
Carnegie Institute of Technology .....	Pittsburgh, Pa. ....	Thomas S. Baker, LL.D.
Carson Long Institute.....	New Bloomfield, Pa. ....	Edward L. Holman
Carteret Academy .....	Orange, N. J. ....	Charles A. Mead
Carteret High School.....	Carteret, N. J. ....	Miss Anna Drew Scott
Caskin School.....	Devon, Pa. ....	Mrs. Langdon Caskin
Cathedral School of St. Mary..	Garden City, L. I., N. Y..	Miss Miriam A. Bytel
Catholic University of America	Washington, D. C. ....	Rt. Rev. James Hugh Ryan
Catonsville High School.....	Catonsville, Md. ....	T. G. Pullen, Jr.
Cazenovia Seminary.....	Cazenovia, N. Y. ....	Charles E. Hamilton, D.D.
Centenary Collegiate Institute Junior College .....	Hackettstown, N. J. ....	Robert J. Trevorrow, D.D.
Centenary Collegiate Institute Preparatory School .....	Hackettstown, N. J. ....	Robert J. Trevorrow, D.D.
Central Commercial and Manual Training High School.....	Newark, N. J. ....	William Wiener
Central Evening High School..	Philadelphia, Pa. ....	J. T. Rorer, Ph.D.
Central High School.....	Binghamton, N. Y. ....	Lee J. McEwan
Central High School .....	Paterson, N. J. ....	Joseph F. Manley
Central High School.....	Philadelphia, Pa. ....	John L. Haney, Ph.D.
Central High School.....	Scranton, Pa. ....	John H. Dyer, Ph.D.
Central High School.....	Washington, D. C. ....	Harvey A. Smith, Ph.D.
(Miss) Chapin's School .....	New York City..... (100 East End Ave.)	Miss M. C. Fairfax
Charleroi High School.....	Charleroi, Pa. ....	Miss M. B. Chapin
Charlotte High School.....	Rochester, N. Y. ....	W. H. Clipman
Cheltenham High School.....	Elkins Park, Pa. ....	Nathaniel G. West
Chestnut Hill Academy.....	Chestnut Hill, Pa. ....	I. R. Kraybill
Chevy Chase School.....	Washington, D. C. ....	Gilbert H. Fall
Evander Childs High School...	New York City..... (800 E. Gun Hill Road)	Theodore Halbert Wilson
Clairton High School .....	Clairton, Pa. ....	Henry I. Norr
Abraham Clark High School...	Roselle, N. J. ....	William M. Bryson
Clarkson Memorial College of Technology .....	Potsdam, N. Y. ....	George F. Freifeld
Clark's Summit and Clark's Green Joint High School...	Clark's Summit, Pa. ....	Joseph Eugene Rowe
Claymont Special District Pub- lic High School.....	Claymont, Del. ....	H. V. Stewart
Grover Cleveland High School..	Caldwell, N. J. ....	H. E. Stahl
Cliffside Park High School....	Grantwood, N. J. ....	Richard M. Elsea
Clifton High School.....	Clifton, N. J. ....	Robert Burns
DeWitt Clinton High School...	New York City.....	Walter F. Nutt
Closter High School.....	Closter, N. J. ....	A. Mortimer Clark
Coatesville High School.....	Coatesville, Pa. ....	C. F. Sailer
Colestock High School.....	Titusville, Pa. ....	D. Edward Atwell
Colgate University .....	Hamilton, N. Y. ....	P. J. Murphy
College of the City of New York	New York City.....	George Barton Cutten, D.D.
College Misericordia.....	Dallas, Pa. ....	Frederick B. Robinson
College of Mount St. Vincent..	On-Hudson, New York City	Sister Mary Loretta
		Sister Miriam Alacoque, Acting Dean
College of New Rochelle.....	New Rochelle, N. Y. ....	Rev. Mother Ignatius
College of Notre Dame of Maryland .....	Baltimore, Md. ....	Sister Mary Immaculata

INSTITUTION	LOCATION	HEAD OF INSTITUTION
College of the Sacred Heart...	New York City.....	Grace Dammann
College of St. Elizabeth.....	Convent, N. J.....	Sister Marie Jose Byrne, Ph.D.
College of St. Rose.....	Albany, N. Y. ....	Sister M. Gonzaga
Collegiate School for Boys.....	New York City..... (241 W. 77th St.)	Cornelius Brett Boocock
Collegiate School of the Packer Institute .....	Brooklyn, N. Y. ....	John H. Denbigh, LL.D.
Collingswood High School.....	Collingswood, N. J.....	P. S. Eichelberger
Columbia Grammar School.....	New York City..... (5-7-9 W. 93rd St.)	Frederic Arlington Alden
Columbia High School.....	South Orange, N. J.....	Curtis H. Threlkeld
Columbia Institution for the Deaf .....	Washington, D. C.....	Percival Hall, Litt.D.
Columbia University.....	New York City.....	Nicholas Murray Butler, LL.D.
Convent of the Sacred Heart...	City Line, Overbrook, Pa...	Miss Elizabeth Young
Cook Academy.....	Montour Falls, N. Y.....	Bert C. Cate
Coraopolis High School.....	Coraopolis, Pa. ....	George W. Cassler
Cornell University.....	Ithaca, N. Y.....	Livingston Farrand, LL.D.
Corning Free Academy.....	Corning, N. Y.....	William E. Severn
James M. Coughlin High School	Wilkes-Barre, Pa.....	J. P. Breidinger
Crafton High School.....	Crafton, Pa. ....	Louis F. Brunk
Cranford High School.....	Cranford, N. J.....	Ray A. Clement
Cristobal High School.....	Panama Canal Zone .....	Milford Franks
Curtis High School.....	Staten Island, N. Y.....	John M. Avent
Darby High School.....	Darby, Pa. ....	J. Wallace Saner
Dearborn-Morgan School.....	Orange, N. J.....	George LeRoy Shelley
Delaware Department of Public Instruction .....	Dover, Del. ....	H. V. Holloway
A. J. Demarest High School...	Hoboken, N. J.....	Arthur E. Stover
DeVeaux School.....	Niagara Falls, N. Y.....	Rev. William S. Barrows
Devitt School.....	Washington, D. C.....	G. R. Devitt
Dickinson College.....	Carlisle, Pa. ....	Karl Tinsley Waugh
Dickinson High School.....	Jersey City, N. J.....	Frank A. Tibbetts
Donaldson School.....	Ilchester, Md. ....	Richard W. Bomberger
Dongan Hall.....	Dongan Hills, S. I., N. Y..	Miss Emma B. Turnbach
Dormont High School.....	Dormont, Pa. ....	Ralph Radcliffe
Frederick-Douglass High School	Baltimore, Md. ....	Mason A. Hawkins, Ph.D.
Dover High School .....	Dover, Del. ....	Virgil B. Wiley
Dover High School.....	Dover, N. J.....	William S. Black
Doylestown High School.....	Doylestown, Pa. ....	Carmon Ross, Ph.D.
Drew Seminary for Young Women .....	Carmel, N. Y.....	Herbert E. Wright, D.D.
Drexel Institute .....	Philadelphia, Pa. ....	Parke Rexford Kolbe, Ph.D.
DuBois High School .....	DuBois, Pa. ....	Joseph C. Gill
Dunbar High School.....	Washington, D. C.....	Walter L. Smith
Duquesne University .....	Pittsburgh, Pa. ....	Rev. J. J. Callahan, LL.D.
Duquesne University Preparatory School .....	Pittsburgh, Pa. ....	A. F. Lechner
Dwight School .....	New York City..... (72 Park Ave.)	Ernest Greenwood
D'Youville College .....	Buffalo, N. Y.....	Mother St. Edward
East High School .....	Erie, Pa. ....	John W. Ray
East High School .....	Rochester, N. Y. ....	Albert H. Wilcox
Eastern District High School...	Brooklyn, N. Y.....	Frederick W. Oswald, Jr., Ph.D.
Eastern High School.....	Baltimore, Md. ....	Miss Laura J. Cairnes
Eastern High School .....	Washington, D. C. ....	Charles Hart
East Hampton High School ...	East Hampton, N. Y.....	Leon Brooks
Misses Eastman's School.....	Washington, D. C.....	Miss Annie Henderson Eastman
Easton High School.....	Easton, Pa. ....	Elton E. Stone
East Orange High School.....	East Orange, N. J.....	Ralph E. Files

INSTITUTION	LOCATION	HEAD OF INSTITUTION
East Side Commercial and Manual Training High School..	Newark, N. J.....	Eli Pickwick, Jr.
Eastside High School.....	Paterson, N. J.....	Francis R. North
East Washington High School..	Washington, Pa. ....	Edward F. Westlake
Ebensburg-Cambria High School	Ebensburg, Pa. ....	E. M. Johnston
Thomas Alva Edison Technical and Industrial High School.		
Elizabethtown College .....	Rochester, N. Y. ....	H. S. Bennett
Ellis School .....	Elizabethtown, Pa. ....	R. W. Schlosser
Elmira College .....	Pittsburgh, Pa. ....	Miss Sara F. Ellis
Emerson High School.....	Elmira, N. Y.....	Frederick Lent, LL.D.
Emerson Institute .....	Union City, N. J.....	Albert C. Parker
Englewood High School.....	Washington, D. C.....	W. H. Randolph
Englewood School for Boys....	Englewood, N. J.....	George W. Paulsen
Episcopal Academy .....	Englewood, N. J.....	Robert T. Hall
Erasmus Hall High School....	Overbrook, Pa. ....	Greville Haslam
Essex Preparatory School.....	Brooklyn, N. Y.....	J. Herbert Low
	Irvington Center, Essex Co., N. J. ....	Leroy Stein
Fairmont School .....	Washington, D. C.....	Maud vanWoy
Far Rockaway High School....	Far Rockaway, N. Y.....	S. J. Ellsworth
Female Academy of the Sacred Heart		
Fieldston School .....	Albany, N. Y. ....	Mother Gertrude Bodkin
	New York City.....	Herbert W. Smith
	(Fieldston Rd. and Spuyten Duyvil Pkwy.)	
(Miss) Fine's School.....	Princeton, N. J.....	Miss May Margaret Fine
First Slovak Catholic Girls' High School .....		
Fleetwood High School.....	Danville, Pa. ....	Mother M. Pius
Flushing High School.....	Fleetwood, Pa. ....	M. J. A. Smith
Fordham College High School..	Flushing, L. I., N. Y.....	Arthur L. Janes, LL.D.
Fordham University .....	New York City .....	Rev. A. M. Guenther, S.J.
Fort Lee High School.....	New York City .....	Rev. Aloysius J. Hogan, S.J.
Forty Fort High School.....	Fort Lee, N. J.....	J. B. Thompson
Franklin Day School.....	Forty Fort, Pa. ....	R. J. Noack
Franklin and Marshall Academy	Baltimore, Md. ....	J. A. Kershner
Franklin and Marshall College.	Lancaster, Pa. ....	E. M. Hartman, Pd.D.
Benjamin Franklin Junior-Senior High School.....	Lancaster, Pa. ....	Henry Harbaugh Apple, LL.D.
Franklin School .....		
	Rochester, Pa. ....	Denton M. Albright
	New York City.....	Otto Koenig, J.U.D.
	(18-20 W. 89th St.)	
Frederick High School.....	Frederick, Md. ....	A. L. Leary
Fredonia High School .....	Fredonia, N. Y.....	Claude R. Dye
Freehold High School.....	Freehold, N. J. ....	Lillian F. Lauber
Friends' Academy .....	Locust Valley, L. I., N. Y.	S. Archibald Smith
Friends' Central School.....	Overbrook, Phila., Pa. ....	Barclay L. Jones
Friends' School .....	Baltimore, Md. ....	William S. Pike
Friends' School .....	Brooklyn, N. Y.....	Wayne L. Douglas
	(112 Schermerhorn St.)	
Friends' School .....	Wilmington, Del. ....	Charles W. Bush
Friends' Select School.....	Philadelphia, Pa.....	Walter W. Haviland
	(140 N. 16th St.)	
Friends' Seminary .....	New York City.....	Henry Lee Messner
	(226 E. 16th St.)	
G. A. R. High School.....	Wilkes-Barre, Pa. ....	S. R. Henning
Gaithersburg High School.....	Gaithersburg, Md. ....	Thomas W. Troxell
Gardner School .....	New York City.....	Miss M. Elizabeth Masland
	(11 E. 51st St.)	
Garfield High School.....	Garfield, N. J.....	N. E. Lincoln
Garrison Forest School.....	Green Spring Valley, Garrison, Md. ....	Mary M. Livingston

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Genesee Wesleyan Seminary...	Lima, N. Y.....	Rev. A. Talmadge Schulmaier
Geneva College .....	Beaver Falls, Pa.....	McLeod M. Pearce, D.D.
Geneva High School.....	Geneva, N. Y.....	L. M. Collins
George School .....	George School, Pa.....	George A. Walton
Georgetown Preparatory School	Garrett Park, Md.....	Robert S. Lloyd, D.D.
Georgetown University .....	Washington, D. C.....	Coleman Nevils, D.D.
Georgetown Visitation Convent.	Washington, D. C. ....	Sister Margaret Mary Sheerin
Georgian Court College.....	Lakewood, N. J.....	Mother M. Cecelia Scully
Germantown Academy .....	Philadelphia, Pa. ....	Samuel E. Osbourn
Germantown Friends' School...	Philadelphia, Pa. ....	Stanley R. Yarnall
Germantown High School.....	Philadelphia, Pa. ....	Leslie B. Seely
Gettysburg Academy .....	Gettysburg, Pa. ....	Rev. C. H. Huber, Litt.D.
Gettysburg College .....	Gettysburg, Pa. ....	Henry W. A. Hanson, D.D.
Gilman Country School for Boys	Baltimore, Md. ....	Emerson Boyd Morrow
	(Roland Park)	
Girard College .....	Philadelphia, Pa. ....	Cheesman A. Herrick, Ph.D.
Girls' Commercial High School.	Brooklyn, N. Y.....	Mrs. Evelyn W. Allan
Girls' High School.....	Brooklyn, N. Y.....	William L. Felter, LL.D.
Glassboro High School .....	Glassboro, N. J. ....	Leon C. Lutz
Glen-Nor High School.....	Glenolden, Pa. ....	J. Milton Rossing
Glen Ridge High School.....	Glen Ridge, N. J.....	Alfred C. Ramsay
Gloucester City High School...	Gloucester City, N. J. ...	Charles Calvin Madeira
Gonzaga High School .....	Washington, D. C. ....	Rev. Philip J. Clarke
Good Counsel College .....	White Plains, N. Y. ....	Sister M. Edmund
Goodyear-Burlingame School ...	Syracuse, N. Y.....	Miss Marion S. Edwards
Goucher College .....	Baltimore, Md. ....	David Allan Robertson, LL.D.
Simon Gratz High School.....	Philadelphia, Pa. ....	J. Ellwood Calhoun
Great Neck High School.....	Great Neck, L. I., N. Y...	Leon C. High
Greensburg High School.....	Greensburg, Pa. ....	W. A. Gansbigler
Grove City College.....	Grove City, Pa.....	Weir C. Ketter, LL.D.
Gunston Hall .....	Washington, D. C.....	Miss Mary L. Gildersleeve
		Miss Mary B. Kerr
Haaren High School.....	New York City.....	R. Wesley Burnham
	(899 Tenth Ave.)	
Hackensack High School.....	Hackensack, N. J.....	E. T. Marlatt
Hackettstown High School ...	Hackettstown, N. J. ....	Frank A. Souders
Hackley School .....	Tarrytown, N. Y.....	Walter B. Gage
Haddonfield Memorial High School .....	Haddonfield, N. J. ....	William W. Reynolds
John W. Hallahan Catholic Girls' High School.....	Philadelphia, Pa. ....	Rev. John J. Bonner
Hamburg High School.....	Hamburg, Pa. ....	John N. Land
Hamilton College .....	Clinton, N. Y.....	Frederick C. Ferry, Ph.D.
Hamilton High School.....	Trenton, N. J.....	Albert H. Flury
Alexander Hamilton High School	Brooklyn, N. Y.....	Gilbert J. Raynor
Hammonton High School.....	Hammonton, N. J.....	G. C. Galphin
Harcum School .....	Bryn Mawr, Pa.....	Miss Edith Harcum
Harley School .....	Rochester, N. Y.....	Louise M. Sumner
	(Clover St., R.F.D. No. 1)	
Harrington High School.....	Harrington, Del. ....	J. C. Messner
John Harris High School.....	Harrisburg, Pa. ....	Walter E. Severance
Harrisburg Academy .....	Harrisburg, Pa. ....	Arthur E. Brown, Ph.D.
Harrison High School.....	Harrison, N. J.....	John P. Murray
Hartridge School .....	Plainfield, N. J. ....	Miss Evelyn B. Hartridge
Hasbrouck Heights High School	Hasbrouck Heights, N. J...	C. C. Hitchcock
Hastings-on-Hudson High School .....	Hastings-on-Hudson, N. Y.	Theodore A. Myers
Haverford College .....	Haverford, Pa. ....	William W. Comfort, Ph.D.
Haverford School .....	Haverford, Pa. ....	E. M. Wilson
Haverford Twp. High School...	Upper Darby, Pa.....	Oscar Granger

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Lucy Webb Hayes National Training School .....	Washington, D. C.....	Miss Elizabeth A. Brubaker
Hazleton High School.....	Hazleton, Pa. ....	W. G. Davis
High School of Commerce.....	New York City..... (155 W. 65th St.)	Edward J. MacNamara, LL.D.
Highland Hall .....	Holidaysburg, Pa. ....	Miss Callie Barksdale Gaines
Highland Manor .....	Tarrytown, N. Y.....	Eugene H. Lehman
Hightstown High School.....	Hightstown, N. J.....	Jane B. Donnell
Hill School .....	Pottstown, Pa. ....	James I. Wendell
Hillside High School .....	Hillside, N. J. ....	Wilbur H. Cox
Hobart College .....	Geneva, N. Y.....	Rev. Murray Bartlett, LL.D.
Holman School for Girls.....	Ardmore, Pa. ....	Miss Elizabeth W. Braley
Holmquist School .....	New Hope, Pa. ....	Miss Louise Holmquist
Holton Arms School.....	Washington, D. C.....	Mrs. Jessie M. Holton
Holy Angels Academy .....	Buffalo, N. Y. ....	Sister Catherine of Siena
Holy Trinity High School ...	Washington, D. C. ....	Sister M. Placide
Homestead High School.....	Homestead, Pa. ....	D. H. Conner
Honesdale Catholic High School	Honesdale, Pa. ....	Sister Mary Edmund
Hood College .....	Frederick, Md. ....	Joseph H. Apple, Pd.D.
Hornell High School .....	Hornell, N. Y. ....	E. W. Cooke
Houghton Wesleyan Methodist Seminary .....	Houghton, N. Y.....	James S. Luckey
Howard University .....	Washington, D. C.....	Mordecai W. Johnson, D.D.
Hudson High School.....	Hudson, N. Y.....	J. Pierson Ackerman
Hunter College of the City of New York .....	New York City.....	James M. Kieran, LL.D.
Immaculata College .....	Immaculata, Pa. ....	Rev. Anthony J. Flynn, Ph.D.
Immaculata Seminary .....	Washington, D. C.....	Sister Superior
Immaculate Conception High School .....	Lodi, N. J. ....	Sister Mary Leona
Independence Twp. High School	Avella, Pa. ....	W. L. Hays
Indiana High School .....	Indiana, Pa. ....	J. A. Lubold
Institute of Holy Angels.....	West Fort Lee, N. J.....	Sister Mary Theophista
Irving School .....	Tarrytown, N. Y.....	J. M. Furman, L.H.D.
Irvington High School.....	Newark, N. J.....	E. D. Haertter
Agnes Irwin School.....	Philadelphia, Pa. .... (2011 Delancey Place)	Bertha M. Laws
Ithaca High School .....	Ithaca, N. Y. ....	F. R. Bliss
Jamaica High School.....	New York City..... (168th St. & Gothic Drive)	Charles H. Vosburgh
Jeannette High School.....	Jeannette, Pa. ....	John Maclay
Thomas Jefferson High School.	Elizabeth, N. J. ....	P. W. Averill
Thomas Jefferson High School.	New York City.....	Elias Lieberman
Johns Hopkins University.....	Baltimore, Md. ....	Joseph Sweetman Ames, LL.D.
Johnstown High School.....	Johnstown, N. Y.....	William A. Wright
Juniata College .....	Huntingdon, Pa. ....	Charles C. Ellis, Ph.D.
Kane High School.....	Kane, Pa. ....	Glennis H. Rickert
Kearny High School.....	Arlington, N. J. ....	George C. Mankey
Kensington High School for Girls .....	Philadelphia, Pa. ....	Miss Harriet J. Link
Kent Place School .....	Summit, N. J. ....	Miss Harriet Larned Hunt
Keuka College .....	Keuka Park, N. Y.....	A. H. Norton, Pd.D.
Kew-Forest School .....	Forest Hills, L. I., N. Y..	Guy H. Catlin, Louis D. Marriott
Keystone Academy .....	Laplume, Pa. ....	Earle R. Closson
Kimberley School .....	Montclair, N. J.....	Mary K. Waring
Kingston High School.....	Kingston, Pa. ....	Mary A. Jordan
		L. W. Krieger

INSTITUTION	LOCATION	HEAD OF INSTITUTION
(Misses) Kirk's School.....	Bryn Mawr, Pa.....	Miss Abby Kirk
Kiskiminetas Springs School...	Saltsburg, Pa. ....	Andrew W. Wilson
Knox School .....	Cooperstown, N. Y. ....	Mrs. Louise Phillips Houghton
Lafayette College .....	Easton, Pa. ....	William Mather Lewis, LL.D.
Lafayette High School.....	Buffalo, N. Y.....	Calvert K. Mellen, LL.D.
Lakewood Junior-Senior High School .....	Lakewood, N. J.....	Carl M. Bair
Franklin K. Lane High School	Brooklyn, N. Y.....	Charles E. Springmeyer
Lankenau School for Girls ....	Philadelphia, Pa. ....	Sister Margaret Schneder
Lansdale Senior High School...	Lansdale, Pa. ....	Herman L. Bishop
Lansdowne High School.....	Lansdowne, Pa. ....	S. N. Ewan
LaSalle College .....	Philadelphia, Pa. ....	Brother Alfred
LaSalle College High School...	Philadelphia, Pa. ....	Brother E. Anselm
Latrobe High School.....	Latrobe, Pa. ....	Mark N. Funk
Sarah Lawrence College.....	Bronxville, N. Y.....	Miss Constance Warren
Lawrence High School .....	Lawrence, L. I., N. Y....	Cecil C. MacDonald
Lawrenceville School .....	Lawrenceville, N. J.....	Mather A. Abbott, Litt.D.
Lebanon Senior High School...	Lebanon, Pa. ....	Harold M. Downes
Lebanon Valley College.....	Annaville, Pa. ....	Clyde A. Lynch
Lehighon High School.....	Lehighon, Pa. ....	H. G. Sensinger
Lehigh University .....	Bethlehem, Pa. ....	Charles Russ Richards, LL.D.
LeMaster Institute .....	Asbury Park, N. J.....	Walter P. Steinhäuser, Litt.D.
Leonia High School.....	Leonia, N. J.....	Nelson C. Smith
Lewes High School.....	Lewes, Del. ....	I. S. Brinser
Liberty High School .....	Liberty, N. Y. ....	David E. Panebaker
Lincoln High School.....	Midland, Pa. ....	Walter S. Bazard
Lincoln University .....	Lincoln University, Pa....	William Hallock Johnson, D.D.
Linden Hall Seminary.....	Lititz, Pa. ....	Rev. F. W. Stengel
Linden High School.....	Linden, N. J.....	Lida M. Ebbert
Lititz Boro High School.....	Lititz, Pa. ....	M. C. Demmy
Livingstone Academy .....	Washington, D. C.....	E. T. Dickinson
Lower Merion High School....	Ardmore, Pa. ....	George H. Gilbert, Jr.
Loyola College .....	Baltimore, Md. ....	Rev. Henri J. Wiesel, S.J.
Loyola High School .....	Baltimore, Md. ....	Michael A. Clark, S.J.
Loyola School .....	New York City.....	Rev. Francis E. Garner
	(65 E. 83rd St.)	
Lyndhurst High School.....	Lyndhurst, N. J.....	W. M. Land
Mary Lyon School.....	Swarthmore, Pa. ....	Haldy Miller, Frances Leavitt Crist
Madison High School.....	Madison, N. J.....	Edwin VanKeuren
Madison Junior-Senior High School .....	Rochester, N. Y. ....	Theodore A. Zornow
James Madison High School...	Brooklyn, N. Y.....	William R. Lasher
Maher Preparatory School....	Philadelphia, Pa. ....	John F. Maher
	(4254 Regent St.)	
Manhasset High School.....	Manhasset, N. Y.....	Kendall B. Howard
Manhattan College .....	New York City.....	Rev. Brother Cornelius, Ph.D.
Manheim High School .....	Manheim, Pa. ....	H. C. Burgard
Manlius School .....	Manlius, N. Y.....	Col. William Verbeck
Horace Mann School for Boys.	Fieldston, New York City.	Charles C. Tillinghast
Horace Mann School for Girls.	New York City.....	Rollo George Reynolds, Ph.D.
	(120th St. & Broadway)	
Manor Twp. High School.....	Millersville, Pa. ....	D. L. Biemserfer
Manual Training High School..	Brooklyn, N. Y.....	Horace M. Snyder, Ph.D.
Maret School .....	Washington, D. C.....	The Misses Maret
Marietta High School.....	Marietta, Pa. ....	I. Harvey Shue
Marquand School .....	Brooklyn, N. Y.....	Leonard H. Calbert
	(55 Hanson Place)	
John Marshall High School....	Rochester, N. Y.....	E. W. Snyder
Maryland State Normal School.	Towson, Md. ....	Lida Lee Tall, Litt.D.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Marymount College .....	Tarrytown, N. Y. ....	Mother M. Gerard
Marymount School .....	Tarrytown, N. Y. ....	Mme. Marie Therese Dalton
Marywood College .....	Scranton, Pa. ....	Mother Mary William
Marywood Seminary .....	Scranton, Pa. ....	Mother M. Cyril
Mason Junior College and School for Girls .....	Tarrytown, N. Y. ....	Miss C. E. Mason
Masters' School .....	Dobbs Ferry, N. Y. ....	Miss Evelina Pierce
Mater Misericordiae Academy..	Merion, Pa. ....	Sister Agnes Mary
Mauch Chunk High School....	Mauch Chunk, Pa. ....	E. P. Heckert
McBurney School .....	New York City..... (5 W. 63rd St.)	Thomas Hemenway
McDonogh School for Boys....	McDonogh, Md. ....	Major Louis E. Lamborn
McKeesport High School.....	McKeesport, Pa. ....	John F. Bower
McKinley High School.....	Washington, D. C. ....	Frank C. Daniel
Mechanicsburg High School....	Mechanicsburg, Pa. ....	R. L. VanScoten
Media High School .....	Media, Pa. ....	William H. Micheals
Memorial High School.....	Millville, N. J. ....	Yorke E. Rhodes
Mercersburg Academy .....	Mercersburg, Pa. ....	Rev. Boyd Edwards, LL.D.
Merchantville High School....	Merchantville, N. J. ....	J. W. Kratzer
Mercyhurst College .....	Erie, Pa. ....	Mother M. Borgia
Mercyhurst Seminary .....	Erie, Pa. ....	Sister M. Benedicta
Messiah Bible Academy .....	Grantham, Pa. ....	Emos Hess
Methodist Episcopal Church (Board of Education) .....	Chicago, Ill. .... (740 Rush St.)	William J. Davidson
Metuchen High School.....	Metuchen, N. J. ....	Elmo E. Spoerl
Elmer L. Meyers High School..	Wilkes-Barre, Pa. ....	A. E. Bacon
Middletown Twp. High School.	Leonardo, N. J. ....	Paul I. Redcay
Milford High School .....	Milford, Pa. ....	Ira C. Markley
Millburn High School.....	Millburn, N. J. ....	R. J. Bretnall
Milne High School.....	Albany, N. Y. ....	John M. Sayles
Minersville High School.....	Minersville, Pa. ....	C. E. Rondabush
Mohegan Lake Academy .....	Mohegan Lake, N. Y. ....	Edward Monington Allen
Mohonk School .....	Mohonk Lake, N. Y. ....	Jerome F. Kidder
Monessen High School.....	Monessen, Pa. ....	Wade F. Blackburn
Monroe High School.....	Monroe, N. Y. ....	Clarence H. Powell
Monroe High School.....	Rochester, N. Y. ....	W. E. Hawley
James Monroe High School....	New York City..... (1300 Boynton Ave.)	Henry E. Hein, Ph.D.
Montclair Academy .....	Montclair, N. J. ....	Walter D. Head
Montclair High School.....	Montclair, N. J. ....	Harold A. Ferguson
Montgomery Cou'ty High School	Rockville, Md. ....	L. F. Schott
Montgomery School .....	Wynnewood, Pa. ....	Rev. Gibson Bell
Moorestown Friends' School..	Moorestown, N. J. ....	Chester L. Reagan
Moravian College and Theo- logical Seminary .....	Bethlehem, Pa. ....	William N. Schwarze
Moravian Preparatory School..	Bethlehem, Pa. ....	Rev. Warren F. Nonnemaker
Moravian Seminary and College for Women .....	Bethlehem, Pa. ....	Rev. Edwin J. Heath, D.D.
Hannah More Academy.....	Reisterstown, Md. ....	Miss Laura Fowler
Morgan College .....	Baltimore, Md. ....	John O. Spencer
Morris High School.....	New York City.....	Elmer E. Bogart
Morristown School .....	Morristown, N. J. ....	George Hammond Tilghman
Morrisville Junior-Senior High School .....	Morrisville, Pa. ....	Charles H. Boehm
Mount Holly High School ....	Mount Holly, N. J. ....	R. C. B. Parker
Mount Joy High School.....	Mount Joy, Pa. ....	W. E. Nitrauer
Mount Lebanon High School...	Mount Lebanon, Pittsburgh, Pa. ....	Leon E. Perry
Mount Mercy College.....	Pittsburgh, Pa. .... (3333 Fifth Ave.)	Sister M. Regis
Mount Penn High School.....	Mount Penn, Reading, Pa..	Stanley Clarke
Mount St. Agnes.....	Mount Washington, Md....	Sister M. Pius

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Mount St. Joseph Academy....	Chestnut Hill, Philadelphia	Sister M. Sylvester
Mount St. Joseph College.....	Chestnut Hill, Philadelphia	Sister Maria Kostka, Ph.D.
Mount St. Joseph College ..... (High School)	Baltimore, Md. .... (Carroll Station)	Brother Philip
Mount St. Mary-on-Hudson....	Newburgh, N. Y.....	Sister Mary Agnes Alma
Mount St. Mary's College.....	Emmitsburg, Md. ....	B. J. Bradley
Mount Vernon High School....	Mount Vernon, N. Y.....	H. H. Stewart
Mount Vernon Seminary.....	Washington, D. C.....	Miss Jean Dean Cole
Muhlenberg College .....	Allentown, Pa. ....	John A. W. Haas, LL.D.
Muhlenberg Twp. High School.	Laureldale, Berks Co., Pa.	C. S. Crumbling
Munhall High School.....	Munhall, Pa. ....	M. W. Wherry
National Cathedral School.....	Mount St. Alban, Washington, D. C. ....	Mabel B. Turner
Nazareth College .....	Rochester, N. Y.....	Sister Teresa Marie, Ph.D.
Neptune High School.....	Ocean Grove, N. J.....	Harry A. Titcomb
Newark Academy .....	Newark, N. J.....	Wilson Farrand
Newark High School.....	Newark, Del. ....	Ira S. Brinser
Newark High School.....	Newark, N. Y.....	F. Neff Stroup
New Castle High School.....	New Castle, Pa.....	Frank L. Orth
New Cumberland High School..	New Cumberland, Pa.....	C. W. Gemmill
New Hartford High School ...	New Hartford, N. Y. ....	D. E. Grove
New Jersey College for Women	New Brunswick, N. J.....	Mrs. Mabel S. Douglass
New Jersey Department of Public Instruction .....	Trenton, N. J.....	Charles H. Elliott, Ph.D.
New Kensington High School..	New Kensington, Pa.....	E. T. Chapman
Newman School .....	Lakewood, N. J.....	W. Griffin Kelley
Newtown High School.....	Elmhurst, N. Y.....	J. D. Dillingham
New Utrecht High School.....	Brooklyn, N. Y.....	Harry A. Potter
New York Military Academy...	Cornwall-on-Hudson, N. Y.	Brig. Gen. Milton F. Davis
New York University.....	New York City.....	Elmer Ellsworth Brown, LL.D.
Niagara University .....	Niagara University P. O., New York .....	Francis L. Meade, C.M.
Nichols School .....	Buffalo, N. Y.....	Henry G. Gilland
Norristown High School.....	Norristown, Pa. ....	R. B. Taylor
Northampton High School.....	Northampton, Pa. ....	I. L. Sheaffer
Northeast High School for Boys	Philadelphia, Pa. ....	Theodore S. Rowland
North Plainfield High School..	North Plainfield, N. J.....	Harry L. Stearns
Northport Union Free School..	Northport, L. I., N. Y.....	Lyle L. Morris
Northwood School .....	Lake Placid Club, N. Y....	Ira A. Flinner, D.Ed.
Norwich High School.....	Norwich, N. Y.....	F. R. Wassung
Notre Dame Academy .....	Washington, D. C. .... (North Capitol & K Sts.)	Sister Marie Claire
Notre Dame of Maryland High School .....	Baltimore, Md. ....	Sister M. Coeline
Nutley High School.....	Nutley, N. J.....	Floyd E. Harshman, Ph.D.
Oak Lane Country Day School of Temple University.....	Oak Lane, Philadelphia, Pa.	Arthur M. Seybold
Ocean City High School.....	Ocean City, N. J.....	O. W. Reichly
Ogontz School .....	Ogontz School P. O., Pa...	Miss Abbey A. Sutherland
Olney High School.....	Philadelphia, Pa. ....	E. Y. Montanye
Oneonta High School.....	Oneonta, N. Y.....	H. G. VanDeusen
Orange High School.....	Orange, N. J.....	Howard L. Goas
Oswego High School.....	Oswego, N. Y.....	C. E. Riley
Our Lady of Mercy Academy..	Pittsburgh, Pa. ....	Sister M. Irenaeus
Our Lady of Mercy High School	Rochester, N. Y.....	Sister M. Francesca
Overbrook High School.....	Philadelphia, Pa. ....	H. Ross Smith
Packer Collegiate Institute....	Brooklyn, N. Y.....	John H. Denbigh, LL.D.
Stephen S. Palmer High School	Palmerton, Pa. ....	Donald W. Denniston
Palmyra High School.....	Palmyra, N. J.....	Paul Y. Eckert

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Park School .....	Baltimore, Md. ....	Hans Froelicher
Park School .....	Snyder, Buffalo, N. Y....	Morris R. Mitchell
Passaic High School.....	Passaic, N. J. ....	Arthur D. Arnold
Paulsboro High School.....	Paulsboro, N. J. ....	Miss Helen M. Johnson
Pawling School .....	Pawling, N. Y. ....	Frederick L. Gamage
Peddie School .....	Hightstown, N. J. ....	Roger W. Swetland
Pelham High School.....	Pelham, N. Y. ....	W. W. Fairclough
Penn Hall School and Junior College .....	Chambersburg, Pa. ....	G. H. G. Rowland
Penn High School.....	Greenville, Pa. ....	A. R. Stewart
Pennington School .....	Pennington, N. J. ....	F. H. Green, LL.D.
Pennsylvania Avenue High School .....	Cumberland, Md. ....	Victor D. Heisey
Pennsylvania College for Women	Pittsburgh, Pa. ....	Miss Cora H. Coolidge
Pennsylvania Military College..	Chester, Pa. ....	Col. C. E. Hyatt
Pennsylvania Military Preparatory School .....	Chester, Pa. ....	Colonel Frank K. Hyatt
Pennsylvania State College ....	State College, Pa. ....	Ralph D. Hetzel, LL.D.
Pennsylvania State Department of Public Instruction.....	Harrisburg, Pa. ....	James N. Rule, Ph.D.
Penn Yan Academy .....	Penn Yan, N. Y. ....	Joseph L. Challis
Perkiomen School .....	Pennsburg, Pa. ....	Webster D. Stover
Perry High School.....	Pittsburgh, Pa. ....	John H. Adams
Perth Amboy High School.....	Perth Amboy, N. J. ....	Will W. Ramsey
Philadelphia High School for Girls .....	Philadelphia, Pa. ....	Olive Ely Hart, Ph.D.
Phoenixville Senior High School	Phoenixville, Pa. ....	Edgar T. Robinson
Pingry School .....	Elizabeth, N. J. ....	C. Bertram Newton
Pitman High School.....	Pitman, N. J. ....	L. Arthur Walton
Pittsburgh Academy .....	Pittsburgh, Pa. ....	Miss Jennie Munro
Pittsburgh Catholic High School	Pittsburgh, Pa. ....	Brother Francis de Sales
Pittston High School.....	Pittston, Pa. ....	D. J. Cray, Ph.D.
Plainfield High School.....	Plainfield, N. J. ....	Lindsey Best
Polytechnic Institute of Brooklyn	Brooklyn, N. Y. ....	Ernest J. Streubel
Polytechnic Preparatory Country Day School .....	Dyker Heights, Brooklyn, N. Y. ....	J. D. Allen, Litt.D.
Port Allegany Senior High School .....	Port Allegany, Pa. ....	Fred N. Hardy
Port Washington High School.	Port Washington, N. Y. ..	William F. Merrill
Pottstown High School.....	Pottstown, Pa. ....	H. L. Smith
Pottsville High School .....	Pottsville, Pa. ....	D. H. H. Lengel
Princeton High School.....	Princeton, N. J. ....	B. W. Davis
Princeton Preparatory School..	Princeton, N. J. ....	H. B. Fine
Princeton University .....	Princeton, N. J. ....	Edward D. Duffield, Acting President
Prospect Hill School, Inc.....	Newark, N. J. ....	Mrs. Laura D. S. Lamont
Prospect Park High School ...	Prospect Park, Pa. ....	O. E. Batt
Putnam Hall .....	Poughkeepsie, N. Y. ....	Miss Ellen C. Bartlett
Quakertown High School.....	Quakertown, Pa. ....	J. S. Needig
Radnor High School.....	Wayne, Pa. ....	T. Bayard Beatty
Rahway High School .....	Rahway, N. J. ....	Ralph N. Kocher
Ramsey High School .....	Mt. Pleasant, Pa. ....	John C. Haberlen
Red Bank Senior High School..	Red Bank, N. J. ....	H. C. Sieber
Regis High School.....	New York City..... (55 E. 84th St.)	Rev. F. L. Archdeacon
Rensselaer Polytechnic Institute	Troy, N. Y. ....	Palmer C. Ricketts
Julia Richman High School....	New York City..... (317 E. 67th St.)	Michael H. Lucey
Richmond Hill High School....	Richmond Hill, N. Y. ....	Matthew L. Dann
Ridgefield Park High School...	Ridgefield Park, N. J. ....	George C. Bate

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Ridgewood High School.....	Ridgewood, N. J.....	George A. F. Hay
Ridley Park High School.....	Ridley Park, Pa.....	J. Layton Moore
Raymond Riordon School.....	Highland, N. Y.....	Ronald L. Barry
Riverdale Country School.....	Riverdale, N. Y. ....	Frank S. Hackett
Roberts-Beach School .....	Catonsville, Md. ....	Miss Sarah M. Beach, Ph.D.
Rochester Junior-Senior High School .....	Rochester, Pa. ....	Denton M. Albright
Roland Park Country School...	Baltimore, Md. .... (817 W. University Pkwy.)	Elizabeth M. Castle
Theodore Roosevelt High School	New York City.....	William R. Hayward
Roosevelt High School .....	Washington, D. C. ....	Allan Davis
Roselle Park High School.....	Roselle Park, N. J.....	G. Hobart Brown
Rosemont College .....	Rosemont, Pa. ....	Rev. Mother Mary Ignatius
Roxborough High School.....	Philadelphia, Pa. ....	Price Engle
Royersford High School .....	Royersford, Pa. ....	A. J. English
Rutgers Preparatory School....	New Brunswick, N. J.....	William P. Kelly
Rutgers University .....	New Brunswick, N. J.....	Robert Clarkson Clothier
Rutherford Senior High School	Rutherford, N. J.....	William H. Moore
Rye Country Day School.....	Rye, N. Y.....	Morton Snyder
Sacred Heart High School.....	Washington, D. C.....	Sister Marie Cecelia
Russell Sage College.....	Troy, N. Y.....	J. L. Meader, Ph.D.
St. Agatha .....	New York City..... (553 West End Ave.)	Muriel Bowden
St. Agnes School.....	Albany, N. Y.....	Miss B. Pittman
St. Alban's .....	Washington, D. C..... (Mount St. Alban)	Rev. Albert H. Lucas
St. Benedict Academy.....	Erie, Pa. ....	Sister M. Ignatia
St. Benedict's Academy.....	St. Marys, Pa.....	Mother Apollonia
St. Bonaventure's Seminary & College .....	St. Bonaventure, N. Y.....	Rev. Thomas Plassmann
St. Gabriel's High School.....	Hazleton, Pa. ....	Sister Mary Paul
St. James School.....	St. James, Md.....	A. H. Onderdonk
St. John Baptist School.....	Mendham, N. J.....	Sister Superior
St. John Kanty College (High School Department) .....	Erie, Pa. ....	Rev. J. Studzinski
St. John's College.....	Annapolis, Md. ....	Douglas Huntley Gordon
St. John's College.....	Brooklyn, N. Y.....	Rev. John J. Cloonan
St. John's College.....	Washington, D. C.....	Brother Dorotheus
St. Joseph College.....	Seton Hall, Greensburg, Pa.	Anne Elizabeth Regan
St. Joseph's Academy.....	McSherrystown, Pa. ....	Mother St. Ignatius
St. Joseph's College.....	Emmitsburg, Md. ....	Sister Isabelle, Ph.D.
St. Joseph's College.....	Overbrook, Pa. .... (54th and City Line)	Rev. William T. Tallon, Ph.D.
St. Joseph's College for Women	Brooklyn, N. Y.....	Rev. Thomas E. Molloy
St. Joseph's College High School	Philadelphia, Pa. ....	Rev. John F. McNally
St. Joseph's High School.....	Emmitsburg, Md. ....	Sister Delphine
St. Lawrence University.....	Canton, N. Y.....	Richard Eddy Sykes, D.D.
St. Marys Catholic High School	St. Marys, Pa.....	Sister M. Edith
St. Mary's Female Seminary....	St. Mary's City, Md.....	Miss M. Adele France
St. Mary's Hall.....	Burlington, N. J.....	Miss Ethel M. Spurr
St. Mary's School.....	Peekskill, N. Y.....	Sister Mary Antony
St. Paul's School.....	Garden City, L. I., N. Y...	Walter R. Marsh
St. Peter's College High School	Jersey City, N. J.....	John F. Dwyer
St. Stephen's College.....	Annapolis, N. Y.....	Rev. B. I. Bell, Ph.D.
St. Thomas College.....	Scranton, Pa. ....	Brother Denis Edward, LL.D.
St. Vincent College.....	Latrobe, Pa. ....	Alfred Koch, D.D.
St. Walburga's Academic School	New York City..... (630 Riverside Drive)	Mother M. Elizabeth
Sayre High School.....	Sayre, Pa. ....	A. K. Snyder
(Miss) Sayward's School.....	Overbrook, Pa. ....	Miss Anne Cutter Coburn
Scarborough School .....	Scarborough, N. Y.....	Frederick Dean McClusky, Ph.D.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Schenley Senior High School...	Pittsburgh, Pa. ....	Edward Sauvain
School of the Holy Child Jesus	Sharon Hill, Pa. ....	Mother Ignatius Loyola
Scotch Plains High School.....	Scotch Plains, N. J. ....	H. B. Brunner
Scotia High School.....	Scotia, N. Y. ....	B. W. Conrad
Scoville School .....	New York City..... (1006 Fifth Ave.)	Elizabeth Atwood
Seaford High School .....	Seaford, Del. ....	W. B. Thornburgh
Sellersville-Perkasie High School	Perkasie, Pa. ....	P. D. Gruber
Senior High School.....	Glens Falls, N. Y. ....	William Howard Brown
Senior High School.....	Long Branch, N. J. ....	William E. Cate
Senior High School.....	New Brunswick, N. J. ....	Robert C. Carlson
Senior High School.....	Reading, Pa. ....	John P. Lozo
Seth Low Junior College.....	Brooklyn, N. Y. ....	
Seton Hall College .....	South Orange, N. J. ....	Rev. Thomas F. McLaughlin
Seton Hall High School.....	South Orange, N. J. ....	Rev. William N. Bradley
Seton High School.....	Baltimore, Md. .... (Charles & 28th Sts.)	Sister Genevieve
Seton Hill College.....	Greensburg, Pa. ....	James A. Wallace Reeves, S.T.D.
Seyern School .....	Severna Park, Md. ....	Roland M. Teel
Sewark Park High School.....	New York City..... (350 Grand St.)	Robert B. Brodie
Sewickley High School.....	Sewickley, Pa. ....	L. H. Conway
Shady Side Academy.....	Pittsburgh, Pa. .... (Oakland Station)	H. A. Nomer
Sherburne High School .....	Sherburne, N. Y. ....	Edward W. Cushman
Sherrill High School.....	Sherrill, N. Y. ....	E. A. McAllister
Sherwood High School.....	Sandy Springs, Md. ....	A. A. LaMar, Jr.
Shillington High School.....	Shillington, Pa. ....	Charles J. Hemmig
Shipley School .....	Bryn Mawr, Pa. ....	Miss Eleanor O. Brownell, Miss Alice G. Howland
Shippen School for Girls.....	Lancaster, Pa. ....	Miss Elizabeth Ross
Sidwells' Friends' School.....	Washington, D. C. .... (1809 "I" St.)	Mr. and Mrs. Thomas W. Sidwell
Silver Bay School.....	Silver Bay on Lake George, N. Y. ....	
Skidmore College .....	Saratoga Springs, N. Y. ....	Robert C. French
Smyrna High School.....	Smyrna, Del. ....	H. T. Moore, Ph.D.
Solebury School .....	New Hope, Pa. ....	C. W. W. Schantz
Somerville High School.....	Somerville, N. J. ....	Arthur H. Washburn
South High School.....	Pittsburgh, Pa. ....	Frank H. Lewis
South Philadelphia High School for Boys .....	Philadelphia, Pa. ....	J. M. McLaughlin
South Philadelphia High School for Girls .....	Philadelphia, Pa. ....	Frank O. Nieweg
South River High School.....	South River, N. J. ....	Mrs. L. L. W. Wilson
Southside High School.....	Elmira, N. Y. ....	William S. Lesh
South Side High School .....	Newark, N. J. ....	Frank M. Edson
The Spence School .....	New York City..... (East 91st St.)	Arthur W. Belcher
Springfield Twp. High School..	Chestnut Hill, Pa. ....	Miss Valentine L. Chandor
Springside School .....	Chestnut Hill, Pa. ....	A. L. Gehman
State College for Colored Students .....	Dover, Del. ....	Miss Mary F. Ellis
State College for Teachers....	Albany, N. Y. ....	R. S. Grossley
State Teachers' College.....	Millersville, Pa. ....	Abram R. Brubacher, Ph.D.
State Teachers' College.....	Slippery Rock, Pa. ....	C. H. Gordinier, Ph.D.
State Teachers' College.....	West Chester, Pa. ....	J. Linwood Eisenberg, LL.D.
Staten Island Academy.....	Staten Island, N. Y. .... (70 Stuyvesant Place)	Norman W. Cameron, Ph.D.
Steelton High School.....	Steelton, Pa. ....	Thomas C. Burton
Stevens High School.....	Lancaster, Pa. ....	E. B. Gernert
Stevens Institute of Technology	Hoboken, N. J. ....	Stacy E. Peters
		Harvey N. Davis, LL.D.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Stevens School for Girls.....	Philadelphia, Pa. .... (143 W. Walnut La., Gtn.)	Miss Helen L. Church
Stevens Preparatory School ....	Hoboken, N. J.....	B. F. Carter
Stony Brook School.....	Stony Brook, L. I., N. Y...	Frank E. Gaebelein, Litt.D.
Storm King School.....	Cornwall-on-Hudson, N. Y.	Anson Barker
Strong Vincent High School...	Erie, Pa. ....	Elmer G. Frail
Stroudsburg High School.....	Stroudsburg, Pa. ....	Frank H. Smiley
Stuyvesant High School.....	New York City..... (345 W. 15th St.)	Ernest R. VonNardoff
Susquehanna University .....	Selinsgrove, Pa. ....	G. Morris Smith
Swarthmore College .....	Swarthmore, Pa. ....	Frank Aydelotte
Swarthmore High School.....	Swarthmore, Pa. ....	Frank R. Morey
Swissvale High School.....	Swissvale, Pa. ....	C. S. Baily
Syracuse University .....	Syracuse, N. Y.....	Charles W. Flint, LL.D.
Takoma-Silver Springs High School .....	Silver Springs, Md.....	E. M. Douglass
Tarentum High School.....	Tarentum, Pa. ....	W. A. Swick
Taylor Allderdice High School.	Pittsburgh, Pa. ....	Roland G. Deevers
Temple University .....	Philadelphia, Pa. ....	Charles Ezra Beury
Temple University High School	Philadelphia, Pa. ....	M. E. Gladfelder
Tenaflly High School.....	Tenaflly, N. J.....	Karl L. Ritter
Textile High School.....	New York City..... (60 W. 13th St.)	William H. Dooley, Ph.D.
Thiel College .....	Greenville, Pa. ....	E. Clyde Xander, D.D.
Thurston School .....	Pittsburgh, Pa. .... (250 Shady Ave.)	Marjorie F. Pratt
Todhunter School .....	New York City .....	Miss Marion Dickerman
	(66 E. 80th St.)	
Tome School for Boys.....	Port Deposit, Md. ....	Raphael Johnson Shortlidge
Tower Hill School.....	Wilmington, Del. ....	Burton P. Fowler
Tredyffrin-Easttown High School .....	Berwyn, Pa. ....	S. Paul Teamer
Trenton Senior High School...	Trenton, N. J. ....	William A. Wetzel
Trinity College .....	Washington, D. C.....	Sister Julia of the Trinity
Trinty School .....	New York City..... (139 W. 91st St.)	Lawrence T. Cole, D.D.
Troy High School.....	Troy, Pa. ....	W. R. Croman
Tunkhannock High School....	Tunkhannock, Pa. ....	C. E. Jewell
Union College .....	Schenectady, N. Y.....	Frank Parker Day, LL.D.
Union Hill High School.....	Union City, N. J.....	H. S. Stahler
Uniontown High School .....	Uniontown, Pa. ....	J. A. Lubold
University of Buffalo.....	Buffalo, N. Y.....	Samuel P. Capen, LL.D.
University of Delaware.....	Newark, Del. ....	Walter Hullihen, LL.D.
University of Maryland.....	College Park, Md.....	Raymond A. Pearson, LL.D.
University of Pennsylvania....	Philadelphia, Pa. ....	Thomas S. Gates, LL.D.
University of Pittsburgh.....	Pittsburgh, Pa. ....	John G. Bowman LL.D.
University of Rochester.....	Rochester, N. Y.....	Rush Rhees, LL.D.
University of the State of New York .....	Albany, N. Y.....	Frank P. Graves, LL.D.
University School .....	Pittsburgh, Pa. ....	Guy H. Baskerville
Upper Darby High School....	Upper Darby, Pa.....	J. H. Tyson
Upsala College .....	East Orange, N. J.....	Carl G. Erickson, Ph.D.
Ursinus College .....	Collegeville, Pa. ....	George L. Omwake, Ph.D.
Ursuline Academy .....	Wilmington, Del. ....	Mother Mary Angela
Ursuline School .....	New Rochelle, N. Y.....	Mother Rose
Utica Country Day School....	New Hartford, N. Y.....	H. D. Bixby
Vail-Deane School .....	Elizabeth, N. J.....	Miss Esther L. Swenson
Valley Forge Military Academy	Wayne, Pa. ....	Colonel Milton G. Baker
Vassar College .....	Poughkeepsie, N. Y.....	Henry Noble MacCracken, LL.D.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Verona High School.....	Verona, N. J.....	Harold A. Crane
Villa Maria Academy.....	Erie, Pa. ....	Sister Anna Marie
Villa Maria Academy.....	Green Tree, Malvern P. O., Pa. ....	Sister M. St. Margaret
Villa Maria High School.....	Villa Maria, Pa. ....	Sister M. Florence
Wagner Memorial Lutheran College .....	Staten Island, N. Y.....	Herman Brezing
Walden School .....	New York City..... (34 W. 68th St.)	C. Elizabeth Goldsmith
Walton High School.....	New York City..... (184th St. & Creston Ave.)	Miss Mary A. Conlon
Warren High School.....	Warren, Pa. ....	Floyd Bathurst
Washington College .....	Chestertown, Md. ....	Paul E. Titsworth
George Washington High School	New York City..... (192d St. & Audubon Ave.)	Arthur A. Boylan
George Washington University.	Washington, D. C. ....	Cloyd H. Marvin, LL.D.
Washington Irving High School	New York City..... (40 Irving Place)	Edward R. Zabriskie
Washington and Jefferson College .....	Washington, Pa. ....	Ralph C. Hutchison, D.D.
Washington Preparatory School	Washington, D. C..... (1735 "G" St.)	James A. Bell, Ph.D.
Washington Seminary .....	Washington, Pa. ....	Mrs. Ezra Kempton Maxfield
Watkins Glen High School....	Watkins Glen, N. Y. ....	John A. Beers
Waverly High School.....	Waverly, N. Y.....	Luther B. Adams
Waynesburg College .....	Waynesburg, Pa. ....	Paul R. Stewart, Sc.D.
Marjorie Webster Schools, Inc..	Washington, D. C..... (16th St. & Kalmia Rd.)	Marjorie F. Webster
Wells College .....	Aurora, N. Y.....	Kerr D. MacMillan, Ph.D.
Wellsville High School.....	Wellsville, N. Y.....	D. H. Anderson
West Chester High School....	West Chester, Pa. ....	B. Reed Henderson
West High School.....	Rochester, N. Y.....	James M. Spinning
Western High School.....	Baltimore, Md. ....	Ernest J. Becker, Ph.D.
Western High School.....	Washington, D. C.....	Elmer S. Newton, M.D.
Western Maryland College ...	Westminster, Md. ....	Rev. A. N. Ward, LL.D.
Westfield High School.....	Westfield, N. J.....	Frank N. Neubauer
George Westinghouse High School .....	Pittsburgh, Pa. ....	W. L. Leopold
West Millcreek Twp. High School .....	R. D. No. 2, Erie, Pa.....	H. H. Denison
Westminster College .....	New Wilmington, Pa.....	Robert F. Galbreath, D.D.
Westmont-Upper Yoder High School .....	Johnstown, Pa. ....	E. Preston Sharp
West New York High School..	West New York, N. J. ..	C. A. Woodworth
West Nottingham Academy ...	Colora, Md. ....	J. Paul Slaybaugh
West Orange High School....	West Orange, N. J.....	Frederick W. Reimherr
West Philadelphia Catholic High School for Boys.....	Philadelphia, Pa. ....	Brother E. James
West Philadelphia Catholic Girls' High School .....	Philadelphia, Pa. ....	Rev. Leo J. Burns
West Philadelphia High School.	Philadelphia, Pa. ....	Walter Roberts
West Pittston High School....	West Pittston, Pa.....	R. J. W. Templin
West Reading High School....	West Reading, Pa.....	S. H. Brown
West Side High School.....	Newark, N. J.....	Alan Johnson
Westtown School .....	Westtown, Pa. ....	James F. Walker
Westwood High School.....	Westwood, N. J.....	W. O. Lippitt
Wicomico High School.....	Salisbury, Md. ....	C. H. Cordrey
Wildwood High School.....	Wildwood, N. J.....	Henry G. Chalmers
Wilkes-Barre Institute .....	Forty Fort, Kingston P. O., Pa.....	Miss Anna M. Olcott
Wilkesburg High School .....	Wilkesburg, Pa. ....	F. H. Carson

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Emma Willard School.....	Troy, N. Y.....	Miss Eliza Kellas, Pd.D.
William Penn Charter School...	Philadelphia, Pa. .... (School Lane, Gtn.)	Richard M. Gummere, Ph.D.
William Penn High School.....	Harrisburg, Pa. ....	Charles B. Fager
William Penn High School....	Philadelphia, Pa. ....	William F. Gray
William Penn Senior High School .....	York, Pa. ....	C. B. Heinly
Williamsport Dickinson Seminary	Williamsport, Pa. ....	John W. Long, D.D.
Williamsport High School.....	Williamsport, Pa. ....	A. M. Weaver
Wilmington High School.....	Wilmington, Del. ....	R. L. Talbot
Wilson Borough Junior-Senior High School .....	Easton, Pa. ....	C. E. Furst
Wilson College .....	Chambersburg, Pa. ....	Ethelbert D. Warfield, LL.D.
Wilson High School of Spring Township .....	West Lawn, Pa.....	S. H. Brown
Woodrow Wilson High School.	Weehawken, N. J. ....	Winthrop M. Johnson
Winnwood School .....	Lake Grove, L. I., N. Y..	Mrs. Elizabeth R. Winn
Woodbridge High School.....	Woodbridge, N. J.....	A. C. Ferry
Woodbury High School.....	Woodbury, N. J.....	H. M. Taxis
Woodmere Academy .....	Woodmere, N. Y.....	Thomas N. Barrows
Woodstown-Pilesgrove High School .....	Woodstown, N. J.....	Mark S. Redcay
Woodward School for Boys....	Washington, D. C.....	N. E. Hodges
Wyoming Seminary .....	Kingston, Pa. ....	Wilbur H. Fleck
Wyomissing High School.....	Wyomissing, Pa. ....	J. L. Appenzellar
Xavier High School.....	New York City..... (30 W. 16th St.)	Rev. Leo F. Andries
York Collegiate Institute.....	York, Pa. ....	W. R. Lecron

## DELEGATES REGISTERED, 1932

- ACADEMY OF THE NEW CHURCH, *Bryn Athyn, Pa.*, L. E. Gyllenhaal.  
 ACADEMY OF THE SISTERS OF MERCY, *Philadelphia, Pa.*, Sister Mary Raphael, Principal.  
 ALBRIGHT COLLEGE, *Reading, Pa.*, J. W. Klein, Acting President.  
 ALFRED UNIVERSITY, *Alfred, N. Y.*, Boothe C. Davis, President.  
 ALLEGHENY COLLEGE, *Meadville, Pa.*, William Pearson Tolly, President.  
 AMERICAN COUNCIL ON EDUCATION, *Washington, D. C.*, John H. MacCracken, Associate Director.  
 AMERICAN UNIVERSITY, *Washington, D. C.*, Lucius C. Clark, Chancellor;  
 George B. Woods, Dean; Ruberta M. Olds.  
 AQUINAS INSTITUTE, *Rochester, N. Y.*, Joseph E. Grady, Headmaster;  
 Joseph C. Wurzer, Director of Studies.  
 ARCHMERE ACADEMY, *Claymont, Del.*, M. J. McKeough, Headmaster;  
 D. F. Hurley.  
 ASBURY PARK HIGH SCHOOL, *Asbury Park, N. J.*, Charles S. Huff, Principal.  
 ATLANTIC CITY FRIENDS' SCHOOL, *Atlantic City, N. J.*, Margaret Talbert Thorp.  
 ATLANTIC CITY HIGH SCHOOL, *Atlantic City, N. J.*, Henry P. Miller, Principal; Glenn C. Heller, Principal Junior High School.  
 ATLANTIC HIGHLANDS HIGH SCHOOL, *Atlantic Highlands, N. J.*, Mildred E. Haight.  
 BALDWIN SCHOOL, *Bryn Mawr, Pa.*, Elizabeth W. Towle.  
 BARNARD SCHOOL FOR BOYS, *New York City*, Raymond Carrington.  
 BARTLETT JUNIOR HIGH SCHOOL, *Philadelphia, Pa.*, Pauline Ungemach.  
 BATTIN HIGH SCHOOL, *Elizabeth, N. J.*, William M. Duncan, Principal.  
 BERKELEY INSTITUTE, *Brooklyn, N. Y.*, Margaret W. Arnold.  
 BIRMINGHAM SCHOOL, *Birmingham, Pa.*, Preston S. Moulton, Headmaster.  
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